



Education Issues

Community Goals:

By the year 2010, more students will be working at grade level with a curriculum that spirals in rigor throughout the K-14 system.

By the year 2010, more students will be ready for college and transfer ready from the community college into four-year colleges and universities.

Community Hero: Francisco Rodriguez, *Pajaro Valley Unified School District (PVUSD)*

Community Hero: Jennifer Laskin, *Teacher at Renaissance High School*

By the year 2010, more schools will have a pre-kindergarten program available for all children.

Community Heroes: Gail Cosby, Marcia Soler, Maria Callejas, Rob Mullens, Roberta DePiano, Judy Leguillon, *Coastal Community Preschool*

A Summary of Santa Cruz County's Education, 2006

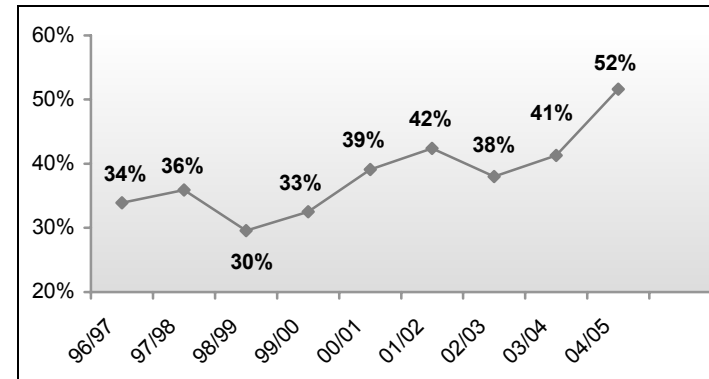
In Santa Cruz County, the educational data over the past twelve years have been mixed but hopeful. Enrollment decreased by 1.8% in the County from 1996/97 to 2005/06, while the state enrollment increased by 12.5% during the same time period. However, Scotts Valley and Pacific Elementary districts experienced large increases in enrollment from 1996/97 to 2005/06 (46.4% and 35.5%, respectively).



The demographics of the County schools have not changed much over the past twelve years; the two ethnic groups most represented in the County school system are Caucasian and Latino. The number of English Learners increased slightly Countywide over the last eleven years, with the largest numbers consistently in the Pajaro Valley Unified School District (PVUSD). While there are over fifteen language groups represented, 98% of the English Learners speak Spanish. Nearly half of the County's students are Latino, an increase from 43% in 1996/97.

Since 1996/97, the percentage of high school graduates completing college prep courses increased to 51.6%. During the same time period, the percentage of male students completing college prep courses increased significantly by 61%, while female students saw a 46.4% increase. Since 2000/01, Santa Cruz County has had greater percentages of students completing college prep courses compared with the state.

High School Students Completing College Prep Courses

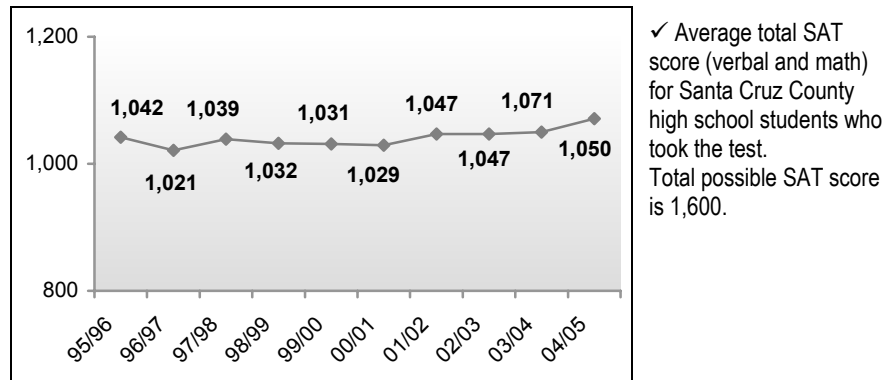


✓ Percent of High School students completing college prep courses.

For college admissions testing, the percentage of students who took the ACT increased from 3.8% in 2000/01 to 11.2% in 2004/05. Though County ACT scores have been decreasing since 2001/2002, they have risen to 2000/2001 levels with an average score of 22.4. These scores have been consistently higher than statewide scores.

Comparatively, the percentage of students who took the SAT slightly declined from 37.7% in 1995/96 to 36.6% in 2004/05. During the same time period, SAT scores increased 2.8% by most districts in the County compared with 1.9% in the state.

SAT Average Total Score (Verbal and Math)



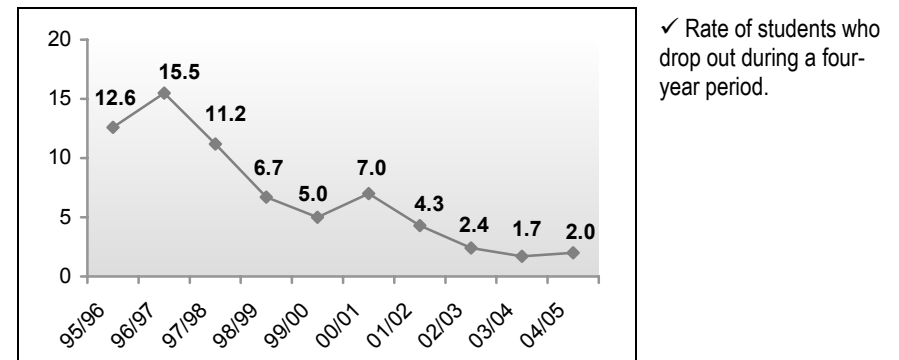
In STAR California Standards Tests, the percentage of 3rd grade students in Santa Cruz County scoring at proficiency or above in English language arts increased from 2003 to 2006. The percentage of 5th and 7th grade students scoring at this level in English language arts and math increased during the same time period. The percentage of 9th grade students at proficiency or above decreased in algebra I, geometry, and biology/life sciences but increased slightly in English language arts and general math during the same time period. The percentage of 11th grade students at proficient or above decreased in all tested subjects except English language and biology/life sciences. In the Academic Performance Index (API), where schools are ranked from 200 to 1,000 in a nationwide comparison based on standardized test scores, 41 out of 56 County schools posted an increase from 2000 to 2005. In Santa Cruz County, 20 of the 56 schools received a

statewide ranking of eight or higher on a scale of one to ten, with ten being the best.

Adequate Yearly Progress scores (AYP) are part of the No Child Left Behind Act of 2001. The goal of the AYP is that all students will be proficient or above in reading / language arts and mathematics by 2013/14. Another component of AYP is based on API scores and high school graduation rates. All but one school district met the 2005 English language arts and mathematics proficiency goal but a few districts did not meet the participation component. All schools met the API score criteria of AYP and all Santa Cruz County high schools met the graduation requirement.

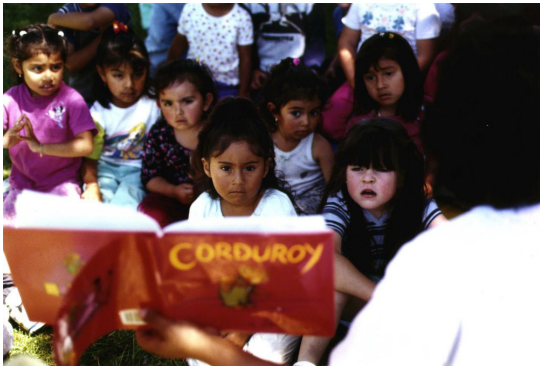
Over the last twelve years, the four-year high school dropout rate greatly decreased from 12.6 in 1995/96 to 2.0 in 2004/05. The 2004/05 rate was considerably less than the state rate of 12.7.

Four Year High School Dropout Rates



School success can begin early in life, and one of the goals of CAP is for children to enter kindergarten healthy and ready to learn. Early child care experiences can help children become better prepared for kindergarten. According to the 2005 CAP Telephone Survey results, sixty-seven percent (66.5%) of parents indicated that they are “very

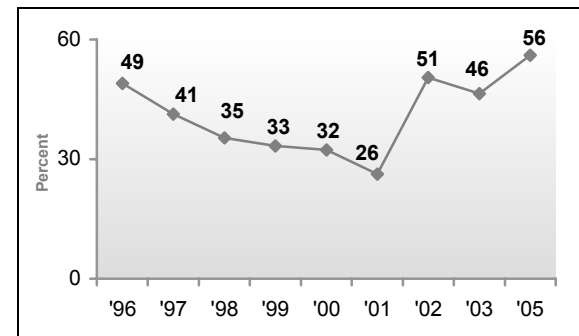
satisfied” with their child care arrangements in 2005 as compared to 84.9% in 1999. The number of children enrolled in licensed child care increased 5.7% from 1998 to 2004 while the number of children aged 0-13 estimated to need care decreased 13.8%. However, the waiting lists for Head Start and Migrant Head Start continue to increase. From 1996/97 to 2005/06, the waiting list for Santa Cruz County Head Start significantly increased from 255 to 497 children. Migrant Head Start in the Pajaro Valley Unified School District also experienced a large waiting list increase from 200 in spring 1997 to 300 in spring 2006.



According to the 2005 CAP telephone survey, the percentage of residents who reported feeling “very satisfied” with the local education system hovered between 17% to 25%. During that time, a greater percentage of Latinos were consistently “very satisfied” compared to Caucasian respondents. “Good teachers” was the most likely reason provided for the best things happening in the schools today, along with “extra-curricular activities” and “more parent / community involvement.” Parents have consistently reported “funding” as the most serious problem facing local schools. High percentages of parents felt their child’s school provided a safe environment for learning over the past eleven years with over 95% of parents feeling this way about their child’s elementary, middle, or high schools in 2005.

In 1996, 49.0% of respondents were “very satisfied” with their child’s high school education. This percentage reached an all time high of 56.1% in 2005. This increase was true whether they were from San Lorenzo Valley, North County or South County, or were male or female. Caucasian respondents saw an increase in satisfaction with their child’s high school education, while Latino respondents saw a decrease in satisfaction.

Satisfaction with High School Education



✓ Percent of parents reporting being very satisfied with their child(ren)'s high school education.

In the twelve years of CAP, most parents have reported feeling “very” or “somewhat” satisfied with the substance abuse prevention programs in the elementary, middle, and high schools. In 2005, the percentages of these parents who indicating they felt “very” or “somewhat” satisfied with the substance abuse prevention programs increased from 2003 levels, with the highest percentages in the middle and high schools (97.0% and 93.1%, respectively).

From 1995 to 2005, about half of respondents have indicated that bilingual education is “very important,” with the percentage reporting bilingual education is “very important” reaching its peak in 2005 (59.7%). Those who favor it tend to do so because there are many Spanish-speaking people in the County, it is important to speak more than one language, and because it increases understanding and

communication. Those who oppose it do so largely because they believe everyone should speak English.

Per pupil expenditures in the County increased 83.6% from 1995/96 to 2004/05.

Comparatively, the statewide per pupil expenditures increased 66.2% during the same time period. Bonny Doon Union Elementary district experienced the greatest increase in per pupil expenditures (133%).



In the post-secondary arena, the number of people enrolled in Cabrillo College increased 18.7% from fall 1996 to fall 2005 and the number of graduates of Cabrillo College increased 54.9% from 1995/96 to 2004/05. Comparatively, the number of students enrolled in the University of California, Santa Cruz has increased 46.9% during the same time period and the number graduating increased 30% between 1997 and 2005.

According to the American Community Surveys from 2002 – 2005, most adults over 25 years of age in the County are at least high school graduates. About 38% of residents in the same age group have a Bachelor degree or higher.

In the public libraries, items circulated showed a 51.2% increase in Santa Cruz City and County and a 15.2% increase in the City of Watsonville since 1996/97. According to the 2005 CAP telephone survey, 48.3% of respondents reported using the library on a regular basis, a percentage that has stayed relatively level since 1996.

The Adult Worker Program, Summer Youth Employment Training Program / Year-round Youth Program, and Dislocated Worker Program are currently the three major grants that are funded every year by the Workforce Investment Act (WIA). Enrollment in all three has decreased since 1996/97, with the greatest decrease (77.9%) occurring in the Summer Youth Employment Training Program / Year-round Youth Program.

Education Enrollment

Enrollment data indicate the number of students enrolled each year in public K-12 schools.

School District Enrollment

District	1996/97	1997/98	1998/99	1999/00	2000/01 ²	2001/02	2002/03	2003/04	2004/05	2005/06	96-06 % Change
County	647	550	524	688	639	795	748	885	1,012	1,062	64.1%
Office of Education											
California Youth Authority ¹	NA	NA	66	42	44	35	46	44	37	NA	NA
Bonny Doon Union Elementary	258	236	235	184	168	168	166	146	156	118	-54.3%
Happy Valley Elementary	133	137	141	126	130	131	135	142	143	142	6.8%
Live Oak Elementary	2,168	2,195	2,214	2,140	2,116	1,994	1,948	2,114	2,180	2,170	0.1%
Mountain Elementary	154	170	158	153	148	153	149	165	170	156	1.3%
Pacific Elementary	76	81	81	91	88	88	87	84	96	103	35.5%
Pajaro Valley Joint Unified	18,355	18,895	19,400	19,767	19,864	19,863	19,661	19,522	18,899	19,329	5.3%
San Lorenzo Valley Unified	4,144	4,159	4,351	4,289	4,179	3,996	3,869	3,561	3,462	3,678	-11.2%
Santa Cruz City Elementary	3,335	3,114	3,005	2,943	2,860	2,752	2,636	2,252	2,177	2,102	-37.0%
Santa Cruz City High	5,682	5,805	5,930	5,760	5,555	5,246	5,157	5,432	5,268	5,126	-9.8%
Scotts Valley Unified	1,893	1,916	1,949	2,139	2,384	2,591	2,713	2,763	2,846	2,771	46.4%
Soquel Union Elementary	2,403	2,449	2,458	2,384	2,287	2,142	2,112	2,030	1,912	1,798	-25.2%
Santa Cruz County	39,248	39,707	40,512	40,706	40,462	39,954	39,427	39,140	38,358	38,555	-1.8%
California	5,612,965	5,727,303	5,844,111	5,951,612	6,050,895	6,147,375	6,244,403	6,298,413	6,322,202	6,312,102	12.5%

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: Enrollment totals are active fall enrollments. CYA Camp Ben Lomond Youth Conservation Camp closed in 2005.

¹Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools.

²Starting in 2000-01, enrollment figures include State Special Schools.

QUALITY OF LIFE INDICATOR 19

Student Demographics

Ethnic diversity in the public school system reflects the changing demographics of the community.

Percent of Students by Ethnicity

Ethnicity	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
American Indian or Alaska Native	0.5	0.5	0.5	0.4	0.5	0.4	0.4	0.5	0.5	0.5
Asian	2.2	2.1	2.0	2.1	2.0	2.0	2.0	2.0	2.1	2.1
Pacific Islander	0.3	0.4	0.3	0.3	0.3	0.2	0.2	0.3	0.3	0.3
Filipino	1.1	1.1	1.0	1.0	0.9	0.9	0.9	0.9	0.9	1.0
Hispanic or Latino	42.5	43.3	44.0	44.7	46.0	46.9	47.5	48.5	49.6	49.5
African American	1.6	1.5	1.5	1.5	1.4	1.4	1.3	1.3	1.4	1.5
White (not Hispanic)	51.8	51.1	49.8	49.2	48.1	46.9	46.2	44.4	43.2	42.8
Multiple or No response ¹	NA	NA	0.8	0.9	0.8	1.1	1.4	2.2	1.9	2.3
Santa Cruz County Enrollment	39,248	39,707	40,512	40,706	40,462	39,954	39,427	39,140	38,358	38,555

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools.

¹"Multiple or No response" was added as a category in 1998/99.

Elementary School Absenteeism

In July 1998, a new state law changed the financial incentives for school attendance. Prior to 1998, ADA provided the same funding for students with “excused absence” (such as illness) as students present in the classroom. Beginning in 1998, ADA includes only actual attendance, so schools have a financial incentive to increase the number of students in school. This prompted local schools to focus on increasing attendance through site-level incentives and public campaigns.

Actual Elementary School Attendance

School District	1997/98	1998/99	1999/00	2000/01	2001/02 ²	2002/03	2003/04	2004/05 ³	2005/2006
Pajaro Valley Unified School District ¹	94.1	94.7	95.2	94.7	95.2	94.9	95.0	95.0	94.7

Source: Pajaro Valley Unified School District, *Child Welfare and Attendance Office*, 2006.

Note: Absenteeism data for Santa Cruz City schools were not available as of 2003.

¹Twelve elementary schools are grades K – 5, five elementary schools are grades K – 6, one charter school is K – 7, one charter school is K – 8, and one charter school is K – 12.

²In 2001/02, three charter schools were added: Alianza Charter School (K-6), Linscott Charter School (K-8), Pacific Coast Charter School (K-12), and Watsonville Charter School for the Arts (K-8).

³In 2004/05, two new schools were added Radcliff Elementary School (K-5) and Landmark Elementary School (K-5) and Salsipuedes Elementary School was removed.

QUALITY OF LIFE INDICATOR 21

Expenditures Per Pupil

Funding for public schools determines the programs offered to students as well as teacher compensation, class size, facilities and extra curricular activities.

Expense of Education per ADA by District

School District	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	95-05 % Change
Bonny Doon Union Elementary	\$3,998	\$4,641	\$4,860	\$5,320	\$6,079	\$7,438	\$8,466	\$7,655	\$9,516	\$9,314	133.0
Happy Valley Elementary	4,321	5,365	5,555	6,060	7,034	8,773	9,654	10,395	9,321	8,730	102.0
Live Oak Elementary	3,906	4,652	5,357	5,951	5,985	6,499	7,281	7,303	7,395	7,134	82.6
Mountain Elementary	3,617	3,761	4,284	5,399	5,613	6,558	6,776	6,550	6,351	6,529	80.5
Pacific Elementary	5,796	4,987	5,893	7,614	7,914	9,695	10,695	10,814	11,298	9,587	65.4
Pajaro Valley Joint Unified	4,511	4,833	5,061	5,484	5,923	6,412	7,049	7,203	7,411	7,801	72.9
San Lorenzo Valley Unified	3,983	4,332	4,614	4,873	5,559	6,365	6,404	6,581	6,782	7,092	78.1
Santa Cruz City Elementary/High	4,308	4,565	4,924	5,378	6,014	6,630	7,187	7,163	7,455	7,431	72.5
Scotts Valley Unified	3,672	4,137	4,454	4,938	5,131	5,929	6,205	6,193	5,920	6,175	68.2
Soquel Union Elementary	3,675	4,288	4,428	5,230	5,681	6,634	6,929	6,645	6,801	6,930	88.6
All Elementary Districts (Statewide Average)	3,830	4,479	4,880	5,600	5,898	6,092	6,444	6,542	6,643	6,897	80.1
All Unified Districts (Statewide Average)	4,349	4,691	4,938	5,338	5,798	6,414	6,767	6,880	6,983	7,172	64.9
Santa Cruz County Average	\$4,179	\$4,556	\$4,943	\$5,625	\$6,093	\$7,093	\$7,665	\$7,650	\$7,825	7,672	83.6
California Average	4,287	4,578	4,938	5,379	5,705	6,360	6,719	6,822	6,919	7,127	66.2

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: The total dollars are divided by the total ADA (Average Daily Attendance) to arrive at the current expense of education per ADA or cost of education per ADA.

Test Scores - STAR (California Standards Test)

The California Standards Tests in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. These tests were developed specifically to assess students' knowledge of the California academic content standards.

Grade 3: Santa Cruz County

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	94.0	96.1	96.3	96.9
Percent proficient or above	32.0	31.0	31.0	33.0
Mathematics				
Percent of students tested	94.0	96.3	96.0	96.8
Percent proficient or above	39.0	44.0	50.0	50.0

Grade 3: California

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	98.0	98.7	98.7	98.7
Percent proficient or above	33.0	30.0	31.0	37.0
Mathematics				
Percent of students tested	98.0	98.7	98.6	98.6
Percent proficient or above	46.0	48.0	54.0	58.0

Grade 5: Santa Cruz County

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	95.0	96.9	97.0	97.8
Percent proficient or above	35.0	41.0	44.0	45.0
Mathematics				
Percent of students tested	95.0	96.7	96.8	97.8
Percent proficient or above	28.0	33.0	41.0	45.0
Science¹				
Percent of students tested	NA	94.9	95.7	97.6
Percent proficient or above	NA	28.0	32.0	37.0

Grade 5: California

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	98.0	98.7	98.7	98.7
Percent proficient or above	36.0	40.0	43.0	43.0
Mathematics				
Percent of students tested	98.0	98.7	98.6	98.7
Percent proficient or above	35.0	38.0	44.0	48.0
Science¹				
Percent of students tested	NA	97.8	98.3	98.5
Percent proficient or above	NA	24.0	28.0	32.0

Source: California Department of Education, *STAR District/ School Summary Report*, 2006.

¹The Grade Five California Science Standards Test was administered for the first time in 2004.

QUALITY OF LIFE INDICATOR 22

Test Scores - STAR (California Standards Test)

Grade 7: Santa Cruz County

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	95.0	97.0	97.2	97.1
Percent proficient or above	40.0	41.0	43.0	47.0
Mathematics				
Percent of students tested	95.0	96.8	97.1	96.9
Percent proficient or above	29.0	34.0	33.0	37.0

Grade 7: California

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	98.0	98.5	98.4	98.4
Percent proficient or above	36.0	36.0	43.0	43.0
Mathematics				
Percent of students tested	98.0	98.4	98.3	98.3
Percent proficient or above	30.0	33.0	37.0	41.0

Source: California Department of Education, *STAR District/ School Summary Report*, 2006.

Test Scores - STAR (California Standards Test)

Grade 9: Santa Cruz County

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	90.0	93.9	96.5	96.5
Percent proficient or above	43.0	44.0	46.0	47.0
General Mathematics				
Percent of students tested	27.0	32.8	19.4	21.3
Percent proficient or above	12.0	13.0	18.0	17.0
Algebra I				
Percent of students tested	33.0	35.5	50.6	50.1
Percent proficient or above	19.0	21.0	13.0	15.0
Geometry				
Percent of students tested	14.0	15.7	17.1	15.1
Percent proficient or above	56.0	49.0	54.0	54.0
Biology / Life Sciences				
Percent of students tested	22.0	25.0	24.6	25.9
Percent proficient or above	64.0	52.0	54.0	57.0

Grade 9: California

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	95.0	95.9	96.6	96.6
Percent proficient or above	38.0	37.0	43.0	44.0
General Mathematics				
Percent of students tested	32.0	27.6	24.5	20.6
Percent proficient or above	14.0	13.0	14.0	13.0
Algebra I				
Percent of students tested	37.0	43.1	46.4	48.9
Percent proficient or above	19.0	15.0	16.0	19.0
Geometry				
Percent of students tested	16.0	17.4	19.0	21.0
Percent proficient or above	47.0	43.0	47.0	45.0
Biology / Life Sciences				
Percent of students tested	21.0	23.9	27.0	29.7
Percent proficient or above	46.0	40.0	42.0	44.0

Source: California Department of Education, *STAR District/ School Summary Report*, 2006.

QUALITY OF LIFE INDICATOR 22

Test Scores - STAR (California Standards Test)

Grade 11: Santa Cruz County

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	80.0	86.3	91.9	92.6
Percent proficient or above	34.0	33.0	40.0	39.0
Algebra I				
Percent of students tested	10.0	14.0	15.9	17.1
Percent proficient or above	5.0	6.0	5.0	5.0
Algebra II				
Percent of students tested	16.0	16.9	18.0	22.7
Percent proficient or above	17.0	7.0	12.0	7.0
Geometry				
Percent of students tested	11.0	11.1	14.6	12.7
Percent proficient or above	9.0	7.0	8.0	7.0
Summative High School Mathematics				
Percent of students tested	14.0	18.2	18.5	19.1
Percent proficient or above	45.0	37.0	50.0	40.0
U.S. History				
Percent of students tested	75.0	84.2	87.7	89.8
Percent proficient or above	34.0	31.0	34.0	32.0
Biology / Life Sciences				
Percent of students tested	9.0	13.1	14.7	13.9
Percent proficient or above	35.0	35.0	46.0	49.0
Chemistry				
Percent of students tested	19.0	17.9	16.7	20.4
Percent proficient or above	39.0	34.0	27.0	16.0
Physics				
Percent of students tested	8.0	13.1	13.9	12.2
Percent proficient or above	43.0	40.0	41.0	40.0

Grade 11: California

Subject	2003	2004	2005	2006
English Language Arts				
Percent of students tested	91.0	93.3	94.8	95.0
Percent proficient or above	32.0	32.0	36.0	36.0
Algebra I				
Percent of students tested	13.0	15.8	16.7	16.4
Percent proficient or above	6.0	4.0	4.0	6.0
Algebra II				
Percent of students tested	20.0	21.4	21.8	22.9
Percent proficient or above	15.0	10.0	12.0	10.0
Geometry				
Percent of students tested	15.0	17.0	17.7	17.8
Percent proficient or above	8.0	5.0	7.0	7.0
Summative High School Mathematics				
Percent of students tested	15.0	16.5	17.8	19.0
Percent proficient or above	44.0	39.0	43.0	43.0
U.S. History				
Percent of students tested	88.0	91.2	92.7	93.4
Percent proficient or above	34.0	32.0	37.0	35.0
Biology / Life Sciences				
Percent of students tested	12.0	17.1	19.9	20.7
Percent proficient or above	34.0	30.0	30.0	32.0
Chemistry				
Percent of students tested	23.0	25.3	25.6	26.7
Percent proficient or above	25.0	23.0	22.0	22.0
Physics				
Percent of students tested	7.0	7.2	7.9	8.4
Percent proficient or above	39.0	41.0	40.0	41.0

Source: California Department of Education, *STAR District/ School Summary Report*, 2006.

Test Scores - Academic Performance Index (API)

The Academic Performance Index (API) is a measurement of school achievement for accountability purposes developed as a result of the 1999 Public Schools Accountability Act (PSAA).

Bonny Doon Union Elementary School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Bonny Doon Elementary	875 ¹	867	824	840	837 ¹	838 ¹	-4.2	8 ¹

Happy Valley Elementary School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Happy Valley Elementary	903 ¹	893 ¹	865 ¹	892 ¹	871	890	-1.4	10

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

Live Oak Elementary School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Del Mar Elementary	633	652	727	738	705	742	17.2	5
Green Acres Elementary	704	705	719	745	725	748	6.3	5
Live Oak Elementary	693	693	699	757	712	710	2.5	4

Middle Schools

Shoreline Middle	698	698	703	710	698	707	1.3	5
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Mountain Elementary School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Mountain Elementary	NA ²	802 ¹	802 ¹	814 ¹	804	814	NA	8

Source: California Department of Education, *API District Summary Report*, 2006.

¹This API is calculated for a small school district, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). API scores based on small numbers of students are less reliable and therefore should be carefully interpreted.

²The school's proportion of students excused at parent request compared to its Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 15%. Therefore, a 2000 API will not be reported for this school.

QUALITY OF LIFE INDICATOR 23

Test Scores - Academic Performance Index (API)

Pajaro Valley Joint Unified School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Alianza Elementary	382	437	484	509	515	553	44.8	1
Amesti Elementary	507	519	534	631	642	647	27.6	2
Bradley Elementary	828	780	771	804	807	812	-1.9	8
Calabasas Elementary	476	520	540	598	607	618	29.8	1
Freedom Elementary	505	525	563	598	641	647	28.1	2
Hall District Elementary	440	467	529	572	616	674	53.2	3
Hyde (H.A.) Elementary	477	538	544	597	601	650	36.3	2
Landmark Elementary ⁴	NA	NA	NA	NA	NA	594	NA	1
Linscott (J.W.) Elementary	812	810	801	800	824	866	6.7	9
Macquiddy (T.S.) Elementary	499	513	556	571	630	631	26.5	1
Mar Vista Elementary	744	769	747	746	750	778	4.6	7
Mintie White Elementary	460	475	516	593	626	634	37.8	1
Ohlone Elementary	430	452	519	571	580	573	33.3	1
Radcliff Elementary ⁴	NA	NA	NA	NA	NA	517	NA	1
Rio Del Mar Elementary	847	852	846	883	884	884	4.4	10
Soldo (Ann) Elementary	349	378	485	526	543	644	84.5	2
Starlight Elementary	506	491	530	552	611	611	20.8	1
Valencia Elementary	778	778	777	783	800	830	6.7	8

Middle Schools

Aptos Junior High	788	788	781	772	763	793	0.6	8
Hall (E.A.) Middle	460	471	505	521	536	584	27.0	1
Lakeview Middle	510	553	552	556	600	598	17.3	1
Pajaro Middle	467	517	559	583	577	592	26.8	1
Rolling Hills Middle	449	481	521	542	581	590	31.4	1

High Schools

Aptos High	653	673	684	671	698	737	12.9	8
Pajaro Valley High ⁴	NA	NA	NA	NA	NA	509	NA	1
Watsonville High	484	488	NA ¹	553	591	618	27.7	2

Pacific Elementary School District

Elementary Schools	2000 ³	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Pacific Elementary	837	NA ²	772	795 ³	770 ³	815 ³	-2.6	8 ³

Source: California Department of Education, *API District Summary Report*, 2006.

¹2002 Growth and 2002 Base APIs cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2002.

²The school's proportion of students excused at parent request compared to its Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 10 percent. When a school's proportion of parental waivers is equal to or greater than 10 but less than 20 percent, the California Department of Education conducts standard statistical tests to check whether the pupils tested at the school were representative of the entire school's population. This school failed the statistical test or its proportion of parental waivers in 2001 was 20 percent or greater, therefore, the school does not have a valid 2001 API Base.

³This API is calculated for a small school district, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). API scores based on small numbers of students are less reliable and therefore should be carefully interpreted.

⁴Landmark Elementary School, Radcliff Elementary School, and Pajaro Valley High School opened in 2004.

⁵Salsipuedes Elementary School closed in 2004.

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

Test Scores - Academic Performance Index (API)

Santa Cruz City Elementary School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Bay View Elementary	708	726	725	739	761	750	5.9	6
De Laveaga Elementary	793	780	764	806	833	801	1.0	7
Gault Elementary	746	NA ¹	722	743	707	710	-4.8	4
Westlake Elementary	771	771	784	811	841	843	9.3	9

Santa Cruz City High School District

Middle Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Branciforte Middle	746	762	745	737	726	735	-1.5	6
Mission Hill Middle	740	715	725	752	772	769	3.9	8

High Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Harbor High	745	703	709	NA ²	715	729	-2.1	7
Santa Cruz High	750	724	733	743	707	725	-3.3	7
Soquel High	714	705	673	699	674	706	-1.1	6

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

Scotts Valley Unified School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Brook Knoll Elementary	886	870	844	879	878	893	0.8	10
Vine Hill Elementary	841	828	828	835	840	869	3.3	9

Middle Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Scotts Valley Middle	864	859	839	833	823	842	-2.5	9

High Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Scotts Valley High	803 ³	770	770	771	748	736	-8.3	7

Source: California Department of Education, *API District Summary Report*, 2006.

¹There must be valid Stanford 9 test scores for a minimum of 100 students to obtain an API score. An alternative accountability system is to be developed by July 1, 2000 for these schools.

²2002 Growth and 2002 Base APIs cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2002.

³This API is calculated for a small school district, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). API scores based on small numbers of students are less reliable and therefore should be carefully interpreted.

⁴Branciforte Elementary School and Natural Bridges Elementary School closed in 2004.

QUALITY OF LIFE INDICATOR 23

Test Scores - Academic Performance Index (API)

San Lorenzo Valley Unified School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Boulder Creek Elementary	773	782	795	790	834	842	8.9	9
San Lorenzo Valley Elementary	795	816	826	838	820	841	5.8	9

Middle Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
San Lorenzo Valley Junior High	745	770	721	744	770	762	2.3	7

High Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
San Lorenzo Valley High	743	717	697	745	734	781	5.1	9

Soquel Union Elementary School District

Elementary Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
Main Street Elementary	825	812	828	827	837	829	0.5	8
Santa Cruz Gardens Elementary	662	711	764	791	783	792	19.6	7
Soquel Elementary	748	771	756	800	788	774	3.5	6

Middle Schools	2000	2001	2002	2003	2004	2005	00-05 % Change	2005 State Rank
New Brighton Middle	753	787	769	807	803	808	7.3	8

Source: California Department of Education, *API District Summary Report*, 2006.

¹Quail Hollow Elementary School and Redwood Elementary School closed in 2003.

²Capitola Elementary School closed in 2004.

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

Test Scores - Adequate Yearly Progress (AYP) Report

The No Child Left Behind Act of 2001 requires all districts and schools to demonstrate Adequate Yearly Progress (AYP), with an eventual goal that 100% of all students are proficient or above in reading/language arts and mathematics by 2013-2014. Another component of AYP is based on API scores and graduation rates for high school students.

Bonny Doon Union Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	83.6	94.6	94.0	95.0	95.0%	Yes
	Percent of students proficient or above	58.5	60.7	56.7 ²	62.2 ²	24.4%	Yes
Mathematics	Participation	84.4	93.8	96.0	96.0	95.0%	Yes
	Percent of students proficient or above	62.0	63.2	63.8 ²	62.6 ²	26.5%	Yes
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API		824	840	836	838	14	Yes

Happy Valley Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	100.0	98.9	99.0	99.0	95.0%	Yes
	Percent of students proficient or above	71.1	79.7 ²	69.9	78.5	24.4%	Yes
Mathematics	Participation	100.0	98.9	99.0	99.0	95.0%	Yes
	Percent of students proficient or above	65.9	72.3 ²	72.8	76.6	26.5%	Yes
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API		865	892	871	890	25	Yes

Source: California Department of Education, *Adequate Yearly Progress Report*, 2006.

¹To meet the Annual Measurable Objective, 2005 API scores must increase by at least one point OR districts must have a minimum 2005 API Growth score of 590.

²Less than 100 valid scores.

QUALITY OF LIFE INDICATOR 24

Test Scores - Adequate Yearly Progress (AYP) Report

Live Oak Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	95.3	96.8	99.0	99.0	95.0%	Yes
	Percent of students proficient or above	36.8	41.2	38.9	44.7	24.4%	Yes
Mathematics	Participation	95.9	96.1	98.0	99.0	95.0%	Yes
	Percent of students proficient or above	34.3	40.1	38.1	47.0	26.5%	Yes
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API		710	730	714	731	21	Yes

Mountain Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	89.4	95.0	98.0	97.0	95.0%	Yes
	Percent of students proficient or above	56.9	52.2 ²	52.3	60.2	24.4%	Yes
Mathematics	Participation	89.4	92.0	98.0	97.0	95.0%	Yes
	Percent of students proficient or above	49.4	56.3 ²	57.0	57.5	26.5%	Yes
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API		802	814	804	814	12	Yes

Source: California Department of Education, *Adequate Yearly Progress Report*, 2006.

¹To meet the Annual Measurable Objective, 2005 API scores must increase by at least one point OR districts must have a minimum 2005 API Growth score of 590.

²Less than 100 valid scores.

Test Scores - Adequate Yearly Progress (AYP) Report

Pacific Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	82.8	88.0	100.0	97.0	95.0%	Yes
	Percent of students proficient or above	50.0	54.2 ²	62.2 ²	63.9 ²	24.4%	Yes
Mathematics	Participation	82.8	86.5	99.0	97.0	95.0%	Yes
	Percent of students proficient or above	38.4	48.2 ²	45.0 ²	55.7 ²	26.5%	Yes
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API		772	795	770	813	41	Yes

Pajaro Valley Joint Unified School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria	
English Language Arts	Participation	96.7	96.8	98.0	98.0	95.0%	Yes	
	Percent of students proficient or above	19.1	23.2	25.3	29.5	23.0%	Yes	
Mathematics	Participation	96.8	96.5	98.0	98.0	95.0%	Yes	
	Percent of students proficient or above	21.2	25.7	28.6	33.6	23.7%	Yes	
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria	
API		583	611	630	650	67	Yes	
		2002 (Class of 2000-01)	2003 (Class of 2001-02)	2004 (Class of 2002-03)	2005 (Class of 2003-04)	02-05 Net Change	Average 2-Year Change	Met 2005 AYP Criteria
Graduation Rate		84.1	91.0	92.8	94.8	10.7	6.2	Yes

Source: California Department of Education, *Adequate Yearly Progress Report*, 2006.

¹To meet the Annual Measurable Objective, 2005 API scores must increase by at least one point OR districts must have a minimum 2005 API Growth score of 590.

²To meet the Annual Measurable Objective; the 2005 graduation rate must be 82.9 OR have an improvement in the graduation rate from 2004 of at least 0.1 OR have an improvement in the graduation rate from 2003 of at least 0.2.

QUALITY OF LIFE INDICATOR 24

Test Scores - Adequate Yearly Progress (AYP) Report

San Lorenzo Valley Unified School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	88.5	90.0	95.0	94.0	95.0%	No
	Percent of students proficient or above	49.1	56.8	56.9	60.7	23.0%	Yes
Mathematics	Participation	88.5	87.9	92.0	94.0	95.0%	No
	Percent of students proficient or above	46.9	52.6	54.3	57.1	23.7%	Yes

	2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API	748	767	760	784	36	Yes

	2002 (Class of 2000-01)	2003 (Class of 2001-02)	2004 (Class of 2002-03)	2005 (Class of 2003-04)	02-05 Net Change	Average 2-Year Change	Met 2005 AYP Criteria
Graduation Rate	93.8	96.2	95.2	93.0	-0.8	-0.9	Yes

Santa Cruz City Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	92.0	93.1	94.0	99.0	95.0%	Yes
	Percent of students proficient or above	41.6	48.2	46.9	50.4	24.4%	Yes
Mathematics	Participation	92.2	91.3	93.0	98.0	95.0%	Yes
	Percent of students proficient or above	38.4	46.0	47.3	56.0	26.5%	Yes

	2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API	735	766	762	778	43	Yes

Source: California Department of Education, *Adequate Yearly Progress Report*, 2006.

¹To meet the Annual Measurable Objective, 2005 API scores must increase by at least one point OR districts must have a minimum 2005 API Growth score of 590.

²To meet the Annual Measurable Objective; the 2005 graduation rate must be 82.9 OR have an improvement in the graduation rate from 2004 of at least 0.1 OR have an improvement in the graduation rate from 2003 of at least 0.2.

Test Scores - Adequate Yearly Progress (AYP) Report

Soquel Union Elementary School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	96.4	98.8	99.0	99.0	95.0%	Yes
	Percent of students proficient or above	50.5	55.9	55.7	58.5	24.4%	Yes
Mathematics	Participation	96.4	98.1	98.0	99.0	95.0%	Yes
	Percent of students proficient or above	49.1	53.6	54.4	57.2	26.5%	Yes
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API		782	806	801	802	20	Yes

Santa Cruz City High School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria	
English Language Arts	Participation	93.0	90.1	92.0	97.0	95.0%	Yes	
	Percent of students proficient or above	46.1	58.3	57.4	59.2	23.0%	Yes	
Mathematics	Participation	91.0	89.9	91.0	97.0	95.0%	Yes	
	Percent of students proficient or above	36.8	49.5	48.3	50.7	23.7%	Yes	
		2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria	
API		702	714	700	717	15	Yes	
		2002 (Class of 2000-01)	2003 (Class of 2001-02)	2004 (Class of 2002-03)	2005 (Class of 2003-04)	02-05 Net Change	Average 2-Year Change	Met 2005 AYP Criteria
Graduation Rate		96.4	97.0	97.4	97.3	0.9	0.7	Yes

Source: California Department of Education, *Adequate Yearly Progress Report*, 2006.

¹To meet the Annual Measurable Objective, 2005 API scores must increase by at least one point OR districts must have a minimum 2005 API Growth score of 590.

²To meet the Annual Measurable Objective; the 2005 graduation rate must be 82.9 OR have an improvement in the graduation rate from 2004 of at least 0.1 OR have an improvement in the graduation rate from 2003 of at least 0.2.

³Less than 100 valid scores.

QUALITY OF LIFE INDICATOR 24

Test Scores - Adequate Yearly Progress (AYP) Report

Santa Cruz County Office of Education

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	58.9	84.2	80.0	90.0	95.0%	No
	Percent of students proficient or above	4.5	28.7	29.3	26.2 ³	23.0%	Yes
Mathematics	Participation	49.3	79.2	79.0	91.0	95.0%	No
	Percent of students proficient or above	6.6	16.8	16.6	21.9 ³	23.7%	No

	2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API	460	469	474	483	23	Yes

	2002 (Class of 2000-01)	2003 (Class of 2001-02)	2004 (Class of 2002-03)	2005 (Class of 2003-04)	02-05 Net Change	Average 2-Year Change	Met 2005 AYP Criteria
Graduation Rate	100.0	100.0	95.3	96.0	-4.0	3.1	Yes

Scotts Valley Unified School District

		2002	2003	2004	2005	2005 Annual Measurable Objective	Met 2005 AYP Criteria
English Language Arts	Participation	97.6	97.4	97.0	97.0	95.0%	Yes
	Percent of students proficient or above	61.4	68.7	64.8	71.8	23.0%	Yes
Mathematics	Participation	97.7	97.2	97.0	97.0	95.0%	Yes
	Percent of students proficient or above	59.4	65.2	65.5	69.2	23.7%	Yes

	2002	2003	2004	2005	02-05 Net Change	Met 2005 AYP Criteria
API	822	828	816	825	3	Yes

	2002 (Class of 2000-01)	2003 (Class of 2001-02)	2004 (Class of 2002-03)	2005 (Class of 2003-04)	02-05 Net Change	Average 2-Year Change	Met 2005 AYP Criteria
Graduation Rate	NA	NA	96.6	97.4	NA	NA	Yes

Source: California Department of Education, *Adequate Yearly Progress Report*, 2006.

¹To meet the Annual Measurable Objective, 2005 API scores must increase by at least one point OR districts must have a minimum 2005 API Growth score of 590.

²To meet the Annual Measurable Objective; the 2005 graduation rate must be 82.9 OR have an improvement in the graduation rate from 2004 of at least 0.1 OR have an improvement in the graduation rate from 2003 of at least 0.2.

³Less than 100 valid scores.

Test Scores - California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) helps identify students who are not developing skills that are essential for life after high school and encourages district to give these students the attention and resources needed to help them achieve these skills during their high schools years. Beginning with the Class of 2006, all public school students are required to pass the exam to earn a high school diploma

Math

High School		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Aptos High	# Tested	484	204	721	464	582	505
	% Passing	56%	35%	51%	79%	72%	68%
Harbor High	# Tested	276	120	407	295	346	393
	% Passing	56%	33%	70%	89%	81%	76%
San Lorenzo Valley High	# Tested	286	90	360	256	321	308
	% Passing	67%	29%	65%	90%	85%	80%
Santa Cruz High	# Tested	270	86	384	270	312	356
	% Passing	60%	59%	68%	91%	80%	84%
Scotts Valley High	# Tested	190	41	215	205	236	281
	% Passing	77%	37%	87%	96%	91%	91%
Soquel High	# Tested	313	123	495	288	380	408
	% Passing	61%	42%	64%	86%	82%	82%
Watsonville High	# Tested	876	606	1,677	766	1,098	1,043
	% Passing	25%	22%	26%	65%	54%	42%
Santa Cruz County	# Tested	2,795	1,504	5,036	2,966	4,121	4,996
	% Passing	48%	31%	46%	77%	67%	61%
State	# Tested	365,325	248,328	725,123	447,110	639,860	795,182
	% Passing	44%	32%	43%	74%	63%	59%

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

QUALITY OF LIFE INDICATOR 25

Test Scores - California High School Exit Exam (CAHSEE)

English Language Arts

High School		00/01	01/02	02/03	03/04	04/05	05/06
Aptos High	# Tested	497	121	563	467	533	457
	% Passing	74%	61%	75%	86%	76%	74%
Harbor High	# Tested	277	80	337	291	334	359
	% Passing	73%	53%	85%	93%	83%	80%
San Lorenzo Valley High	# Tested	290	36	283	259	315	294
	% Passing	86%	75%	90%	92%	87%	83%
Santa Cruz High	# Tested	278	53	345	278	326	386
	% Passing	77%	55%	82%	91%	83%	77%
Scotts Valley High ¹	# Tested	184	20	189	206	233	272
	% Passing	91%	90%	98%	97%	95%	95%
Soquel High	# Tested	345	83	406	284	383	406
	% Passing	77%	60%	84%	88%	83%	79%
Watsonville High	# Tested	870	447	1,294	773	1,186	1,112
	% Passing	44%	33%	43%	58%	48%	41%
Santa Cruz County	# Tested	2,849	1,048	4,003	2,984	4,105	4,935
	% Passing	67%	49%	66%	78%	67%	62%
State	# Tested	369,968	182,515	574,794	448,869	639,329	777,599
	% Passing	64%	54%	66%	75%	65%	61%

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Test Scores - SAT

Standardized tests, such as the SAT, are a measure of academic performance of college bound students. They allow for local, state and national comparisons.



Percent of Students Who Took the Test

High School	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Aptos High	43.5	43.0	35.3	40.3	40.2	37.5	46.8	54.3	46.7	49.0
Harbor High	52.1	54.5	56.3	60.6	52.4	48.7	51.6	48.1	39.2	48.8
San Lorenzo Valley High	44.7	39.1	45.8	39.3	39.1	44.1	53.3	46.4	53.4	43.9
Santa Cruz High	42.0	39.7	41.9	44.1	42.7	48.1	54.1	53.3	52.1	56.8
Scotts Valley High ¹	NA	NA	NA	NA	NA	NA	NA	64.1	60.0	63.9
Soquel High	46.0	38.7	33.7	33.0	41.2	42.0	38.8	38.7	45.3	41.0
Watsonville High	40.3	35.4	32.6	25.5	28.7	22.7	23.4	28.5	28.0	29.3
Santa Cruz County	37.7	34.9	34.7	33.0	33.5	32.4	36.1	36.5	35.6	36.6
State	36.7	36.2	35.9	36.5	36.5	36.6	37.3	36.7	35.3	35.9

Average Total Score (Verbal and Math)

High School	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	95-05 % Change
Aptos High	1054	1004	1041	1015	1020	1015	1032	1058	1030	1050	-0.4
Harbor High	1083	1069	1116	1083	1088	1094	1112	1119	1091	1117	3.1
San Lorenzo Valley High	1077	1091	1064	1071	1035	1044	1038	1036	1091	1095	1.7
Santa Cruz High	1099	1085	1109	1116	1137	1105	1142	1140	1098	1113	1.3
Scotts Valley High ¹	NA	NA	NA	NA	NA	NA	NA	1085	1087	1145	NA
Soquel High	1074	1071	1082	1053	1077	1079	1089	1084	1092	1093	1.8
Watsonville High	895	859	845	847	861	836	854	870	892	880	-1.7
Santa Cruz County	1042	1021	1039	1032	1031	1029	1047	1047	1050	1071	2.8
State	1001	1004	1007	1005	1009	1008	1005	1012	1015	1020	1.9

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: Total possible SAT score is 1600. ¹Due to the recent opening of Scotts Valley High School, data prior to 2002-2003 is unavailable.

QUALITY OF LIFE INDICATOR 26

Test Scores - SAT

Average Math Score

High School	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	95-05 % Change
Aptos High	535	504	520	512	522	509	519	534	521	531	-0.7
Harbor High	553	547	563	549	555	561	574	567	552	566	2.4
San Lorenzo Valley High	544	549	533	537	509	520	524	523	547	547	0.6
Santa Cruz High	552	534	550	555	567	558	580	579	552	562	1.8
Scotts Valley High ¹	NA	NA	NA	NA	NA	NA	NA	544	548	577	NA
Soquel High	540	541	552	539	556	551	550	558	557	555	2.8
Watsonville High	463	443	433	427	441	433	442	455	461	454	-1.9
Santa Cruz County	529	516	523	520	523	522	533	533	531	541	2.3
State	511	514	516	513	517	516	516	518	519	521	2.0

Average Verbal Score

High School	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	95-05 % Change
Aptos High	519	500	521	503	498	506	512	524	509	519	0.0
Harbor High	530	522	553	534	533	533	538	552	539	551	4.0
San Lorenzo Valley High	533	542	531	534	526	524	514	513	544	548	2.8
Santa Cruz High	547	551	559	561	570	547	562	561	546	551	0.7
Scotts Valley High ¹	NA	NA	NA	NA	NA	NA	NA	541	539	568	NA
Soquel High	534	530	530	514	521	528	539	526	535	538	0.7
Watsonville High	432	416	412	420	420	403	412	415	431	426	-1.4
Santa Cruz County	513	505	516	512	507	507	515	514	519	530	3.3
State	490	490	491	492	492	492	490	494	496	499	1.8

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: Total possible SAT score is 1600.

¹Due to the recent opening of Scotts Valley High School, data prior to 2002-2003 is unavailable.

Test Scores - ACT

Similar to the SAT, the ACT is a college admission test. When applying to college most U.S. colleges and universities will accept either test score. The ACT Assessment, or “A-C-T” as it is commonly called, is a national college admission examination that consists of tests in English, Mathematics, Reading and Science Reasoning.

Percent of Students Who Took the Test

High School	2000/01	2001/02	2002/03	2003/04	2004/05
Aptos High	NA ²	11.2	14.6	11.4	15.4
Harbor High	10.2	9.5	10.5	14.5	16.3
San Lorenzo Valley High	5.6	6.9	8.2	14.0	7.2
Santa Cruz High	3.9	7.3	11.8	9.9	13.3
Scotts Valley High ¹	NA	NA	12.8	18.8	25.0
Soquel High	7.9	4.6	6.7	10.4	7.2
Watsonville High	NA ²	5.7	5.7	8.9	13.3
Santa Cruz County	3.8	6.4	7.7	9.3	11.2
State	8.6	8.6	9.7	9.9	9.9

Average Score

High School	2000/01	2001/02	2002/03	2003/04	2004/05	00-05 % Change
Aptos High	NA ²	22.8	22.4	21.0	22.3	NA
Harbor High	21.3	24.8	23.3	22.6	24.0	12.7
San Lorenzo Valley High	21.2	23.2	22.3	23.1	23.5	10.8
Santa Cruz High	26.8	23.1	23.6	24.0	24.7	-7.8
Scotts Valley High ¹	NA	NA	24.2	23.1	23.6	NA
Soquel High	23.1	22.5	24.5	22.7	25.5	10.4
Watsonville High	NA ²	17.1	17.9	18.5	17.3	NA
Santa Cruz County	22.4	22.1	22.2	21.7	22.4	0.0
State	21.3	21.4	21.3	21.4	21.4	0.5

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: The scale scores range from 1 (low) to 36 (high) for each of the four tests and for the Composite. The Composite is the average of the four test scores, rounded to the nearest whole number.

¹Due to the recent opening of Scotts Valley High School, data prior to 2002-2003 is unavailable.

²To protect privacy, test results are not shown for 10 or fewer students.

QUALITY OF LIFE INDICATOR 28

English Proficiency

Allocating additional resources for teaching English-learner students is increasingly important as schools adapt to changing demographics.

Percent of English Learner (EL) Students by District

District	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
County Office of Education	1.9	3.4	2.9	9.2	2.0	11.1	8.8	15.2	4.6	6.1
Bonny Doon Union Elementary	0.0	0.0	0.4	0.4	0.0	0.0	1.2	0.0	0.0	0.0
Happy Valley Elementary	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.0	2.1	2.8
Live Oak Elementary	10.1	15.8	18.1	17.0	19.0	22.4	23.7	27.7	25.6	28.2
Mountain Elementary	0.0	0.0	0.0	0.0	1.3	2.0	2.0	2.0	2.9	3.8
Pacific Elementary	8.3	6.6	8.6	12.3	12.1	18.2	15.9	13.8	10.4	8.7
Pajaro Valley Joint Unified	47.8	47.1	46.3	45.4	44.9	45.2	45.5	46.4	47.1	45.6
San Lorenzo Valley Unified	0.4	0.5	0.7	0.6	0.7	0.7	0.8	0.9	0.8	0.6
Santa Cruz City Elementary	21.4	22.3	23.6	23.1	22.2	23.8	24.1	24.7	26.7	27.2
Santa Cruz City High	8.1	7.7	6.8	6.4	6.3	6.3	7.1	7.2	8.8	8.1
Scotts Valley Unified	0.9	1.8	1.0	1.7	1.8	2.4	1.7	1.6	7.4	1.8
Soquel Union Elementary	7.7	8.3	8.6	11.3	10.7	10.8	10.4	10.0	2.1	11.8
Santa Cruz County	26.3	26.6	26.6	26.3	26.2	26.9	27.4	28.2	28.3	28.0

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Top Languages Spoken

Top Languages Spoken by English Learner (EL) Students

	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	95-05 % Change
Spanish	9,804	10,147	10,290	10,415	10,437	10,660	10,728	10,905	10,632	10,537	7.5
Cantonese	20	23	23	29	26	31	27	21	26	24	20.0
Korean	19	22	23	16	20	27	21	23	30	26	36.8
Filipino (Tagalog)	83	78	58	51	36	27	18	20	21	35	-57.8
Punjabi	12	11	13	14	20	17	14	10	11	11	-8.3
Russian	5	7	5	10	10	14	14	12	12	7	40.0
Japanese	17	12	17	11	9	13	9	6	9	12	-29.4
Arabic	12	11	5	6	9	12	13	15	12	13	8.3
Vietnamese	12	23	22	20	10	11	15	15	10	11	-8.3
Portuguese	21	20	19	12	7	10	12	16	16	10	-52.4
Ilocano	8	6	12	9	8	8	8	9	8	5	-37.5
German	1	5	11	7	6	6	2	0	3	4	300.0
Thai	6	7	5	4	3	5	4	2	1	1	-83.3
Polish	2	5	2	3	5	4	3	2	2	1	-50.0
Khmer (Cambodian)	16	9	6	6	5	4	2	3	2	0	-100.0
Other non-English	62	65	41	49	36	21	15	16	16	40	-35.5
Santa Cruz County Total EL Enrollment (all languages)	10,094	10,445	10,548	10,660	10,651	10,896	10,936	11,115	10,853	10,784	6.8
State Total EL Enrollment (all languages)	1,323,767	1,381,393	1,406,166	1,442,692	1,480,527	1,511,299	1,559,248	1,599,542	1,598,535	1,591,525	20.2

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

QUALITY OF LIFE INDICATOR 30

Ethnic Representation

Comparison of Latino Students and Latino Teachers by District (Percent of students and teachers who are Latino)

Santa Cruz County Office of Education	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	41.7	46.0	48.3	31.0	26.6	26.9	23.3	25.5	26.2	22.7
Teachers	6.5	6.0	4.2	6.6	4.9	7.9	6.1	6.8	2.7	4.1

Bonny Doon Union Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	3.5	1.7	0.4	0.0	0.0	0.0	0.6	1.4	0.0	1.7
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Happy Valley Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	15.0	14.6	0.0	0.0	6.9	7.6	4.4	4.2	2.8	2.8
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Live Oak Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	28.9	29.7	30.3	29.9	33.9	35.6	38.9	40.4	41.0	42.4
Teachers	2.0	5.5	8.8	8.5	5.1	6.4	5.6	4.5	5.3	5.3

Mountain Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	7.8	10.6	2.5	4.6	4.7	5.9	10.1	10.9	9.4	5.8
Teachers	14.3	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Pacific Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	7.9	13.6	23.5	28.6	27.3	23.9	18.4	21.4	17.7	16.5
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Pajaro Valley Unified School District	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	71.4	72.0	73.1	73.9	74.8	75.3	75.8	76.3	78.2	77.1
Teachers	15.9	16.1	16.5	15.2	15.6	16.3	17.2	17.3	18.9	16.8

San Lorenzo Valley Unified	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	4.7	4.1	4.8	4.4	5.3	5.4	5.7	5.7	6.8	7.5
Teachers	1.7	2.0	3.6	2.6	2.7	2.5	3.5	2.8	2.9	2.8

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Ethnic Representation

Comparison of Latino Students and Latino Teachers by District (continued)

Santa Cruz City Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	28.4	30.2	17.3	32.3	33.0	35.2	34.5	35.0	37.3	36.6
Teachers	9.1	8.2	7.9	10.2	10.2	10.7	12.2	13.1	12.9	12.1

Santa Cruz City High	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	18.2	17.2	17.3	17.2	18.7	19.1	20.5	22.8	24.0	25.1
Teachers	3.4	3.6	4.0	3.5	3.2	3.0	2.9	2.9	3.7	3.7

Scotts Valley Unified	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	4.4	5.0	4.5	5.1	5.9	6.1	5.6	7.5	7.1	6.6
Teachers	2.2	2.1	2.0	1.8	3.3	3.6	3.6	2.2	2.2	2.8

Soquel Union Elementary	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	15.1	16.7	16.5	18.7	19.4	22.1	23.0	25.0	26.8	26.8
Teachers	6.1	4.8	4.5	3.7	4.2	5.3	5.2	3.5	2.8	2.9

Santa Cruz County	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	42.5	43.3	44.0	44.7	46.0	46.9	47.5	48.5	49.6	49.5
Teachers	9.7	9.8	10.3	9.7	9.9	10.5	11.3	10.8	11.2	10.3

California	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Students	39.7	40.5	41.3	42.2	43.2	44.2	45.2	46.0	46.8	47.6
Teachers	10.6	11.5	12.1	12.6	12.9	13.5	13.9	14.3	14.5	15.2

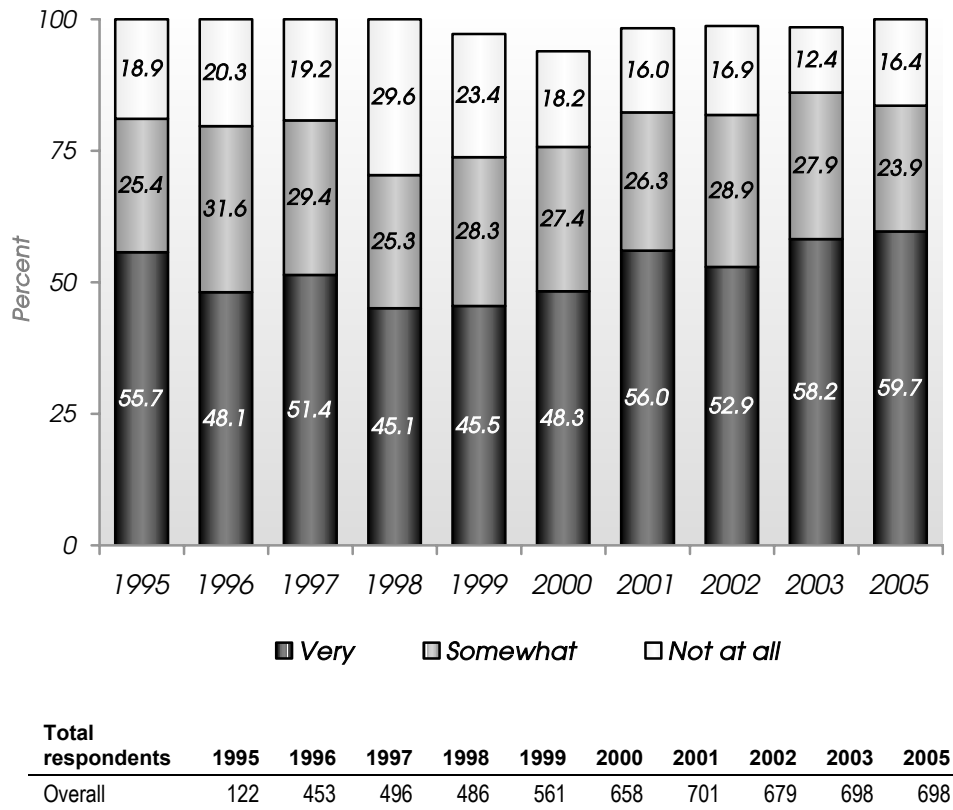
Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools.

QUALITY OF LIFE INDICATOR 3 1

☎ Bilingual Education

How important do you think bilingual education is?



Notes: In 1995 only parents were asked this question; in subsequent years it was asked of all respondents. Due to their low numbers, respondents who said "don't know" are not included in the graph. See appendix for results of statistical testing for this question.

Why do you feel this way? (Selected responses)

Respondents who said they think bilingual education is:

Very important	2000	2001	2002	2003	2005
Many Spanish-speaking people	34.3	25.1	14.5	26.2	17.3
Important to speak more than one language	28.9	21.3	21.2	24.6	29.9
Increases understanding / communication	24.2	20.0	21.0	19.7	20.7
Total Respondents	318	393	356	405	409

Respondents who said they think bilingual education is:

Somewhat important	2000	2001	2002	2003	2005
Everyone should speak English	25.4	31.7	21.3	27.9	23.3
Many Spanish-speaking people	23.2	18.0	10.7	13.3	20.3
Increases understanding / communication	18.1	13.1	17.6	11.4	9.7
Total Respondents	177	184	193	191	160

Respondents who said they think bilingual education is:

Not at all important	2000	2001	2002	2003	2005
Everyone should speak English	83.2	78.1	74.5	58.6	73.3
Not effective / learning suffers for English speakers	NA	10.5	11.4	10.6	16.3
Equal opportunity to learn	NA	2.7	-	-	-
Total Respondents	119	111	115	86	108

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

 **New data not available**

Expulsions

The expulsion rate per 1,000 is calculated by: number of expulsions, divided by total district enrollment, then multiplied by 1,000.

Number of Students Expelled by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	94-04 % Change
Pajaro Valley Joint Unified	106	94	113	89	141	110	89	106	97	116	9.4
San Lorenzo Valley Unified	17	2	6	17	2	2	0	2	3	1	-94.1
Santa Cruz City High	17	17	12	16	8	13	8	5	1	4	-76.5
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	2	2	1	2	NA
Total	140	113	131	122	151	125	99	115	102	123	-12.1

Rate of Expulsions per 1,000 Students by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Pajaro Valley Joint Unified	6.1	5.3	6.2	4.7	7.3	5.6	4.5	5.3	4.9	5.9
San Lorenzo Valley Unified	4.1	0.5	1.5	4.1	0.5	0.5	0.0	0.5	0.8	0.3
Santa Cruz City High	3.2	3.1	2.1	2.8	1.3	2.3	1.4	1.0	0.2	0.7
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	0.8	0.8	0.4	0.7
Total	5.2	4.1	4.6	4.2	5.1	3.1	3.1	3.6	3.2	3.9

Source: 1994-2001 data: Respective districts' Child Welfare and Attendance Offices, 2003. 2002-03 data: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2005.

¹Scotts Valley High School opened in 1998.



New data not available

QUALITY OF LIFE INDICATOR 33

High School Dropout Rates

Dropout rates are indicators of those students who interrupt and may not continue their education, thereby increasing the likelihood they will not meet the minimum work skills required by the workforce and community.



Annual Dropout Rates

Districts	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Pajaro Valley Joint Unified	3.3	3.4	3.1	1.4	1.9	3.0	1.7	0.3	0.0	0.3
San Lorenzo Valley Unified	2.3	2.8	3.3	2.3	0.9	0.4	1.1	1.2	1.3	1.2
Santa Cruz City High	3.8	5.1	2.4	1.9	0.8	0.8	0.5	0.9	0.7	0.7
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	NA	0.7	0.7	0.4
Santa Cruz County	3.3	3.9	2.7	1.7	1.2	1.7	1.1	0.6	0.4	0.5
State	3.9	3.3	2.9	2.8	2.8	2.8	2.7	3.2	3.3	3.1

Note: The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called "annual" or "event" rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

¹Dropout rates are based on total enrollment for grades 9-12. As Scotts Valley High opened in 1998, there are no dropout rates until 2002/03.

Four Year Dropout Rates

Districts	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Pajaro Valley Joint Unified	10.9	14.0	12.6	5.3	7.4	12.6	6.5	1.1	0.0	1.1
San Lorenzo Valley Unified	8.8	11.3	13.5	9.6	3.7	1.8	4.4	4.7	5.3	4.6
Santa Cruz City High	14.7	19.6	9.9	7.6	3.1	3.0	2.0	3.6	2.7	2.7
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	NA	3.0	2.8	2.2
Santa Cruz County	12.6	15.5	11.2	6.7	5.0	7.0	4.3	2.4	1.7	2.0
State	15.3	13.0	11.7	11.1	11.1	11.0	10.9	12.8	13.3	12.7

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: The 4-year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period, based on data collected for a single year.

¹Scotts Valley High School opened in 1998. Therefore, the first year a 4-year derived dropout rate could be obtained was 2002-03.

High School Dropout Rates - by Ethnicity

Annual Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	95/ 96	96/ 97	97/ 98	98/ 99	99/ 00	00/ 01	01/ 02	02/ 03	03/ 04	04/ 05
Caucasian	2.7	3.2	1.9	1.5	0.7	0.7	0.6	0.6	0.5	0.6
Latino / Hispanic	4.2	4.8	4.0	1.7	2.0	3.2	1.7	0.5	0.2	0.2
Asian	0.4	0.8	1.5	0.4	0.0	0.4	0.7	0.4	0.3	2.3
African American	4.2	7.9	2.2	2.0	0.5	0.0	1.2	1.2	1.3	0.6
Filipino	3.5	5.3	3.7	6.9	0.7	1.4	0.0	0.8	0.0	2.4
American Indian	9.0	7.8	2.9	3.2	2.9	0.0	5.0	0.0	3.3	0.0
Pacific Islander	5.6	0.0	2.4	2.7	0.0	0.0	0.0	0.0	0.0	0.0
Multiple or No response	NA	NA	NA	14.3	6.1	0.0	0.4	0.8	0.0	0.5

Annual Dropout Rates by Ethnicity, California

Ethnicity	95/ 96	96/ 97	97/ 98	98/ 99	99/ 00	00/ 01	01/ 02	02/ 03	03/ 04	04/ 05
Caucasian	2.4	2.0	1.9	1.7	1.7	1.7	1.7	1.9	2.0	2.0
Latino / Hispanic	5.7	4.8	4.1	3.9	3.9	3.8	3.7	4.3	4.3	4.0
Asian	2.0	1.7	1.6	1.5	1.4	1.5	1.3	1.4	1.5	1.4
African American	6.7	5.2	4.4	4.7	4.6	4.9	4.9	5.7	6.4	5.5
Filipino	2.3	1.7	1.9	2.2	1.6	1.8	1.4	1.8	1.8	1.7
American Indian	4.6	4.2	4.2	4.0	3.5	3.6	3.6	4.6	4.0	4.3
Pacific Islander	4.7	3.7	3.3	3.6	3.3	3.2	2.8	4.9	4.3	3.8
Multiple or No response	NA	NA	NA	7.0	6.3	3.4	5.3	6.1	5.5	3.8

Four Year Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	95/ 96	96/ 97	97/ 98	98/ 99	99/ 00	00/ 01	01/ 02	02/ 03	03/ 04	04/ 05
Caucasian	10.6	12.7	7.9	6.2	3.1	2.6	2.4	2.5	2.1	2.2
Latino / Hispanic	15.0	19.4	16.6	6.9	7.8	13.5	6.7	2.1	1.0	1.1
Asian	1.5	3.8	6.0	1.3	0.0	1.6	2.9	1.6	1.3	10.0
African American	17.9	30.4	9.9	8.3	1.7	0.0	5.4	4.6	5.7	2.6
Filipino	14.1	19.4	15.5	25.0	2.2	6.7	0.0	2.6	0.0	12.0
American Indian	37.4	28.9	11.8	15.4	13.3	0.0	16.5	0.0	14.9	0.0
Pacific Islander	21.3	0.0	25.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
Multiple or No response	NA	NA	NA	100.0	50.0	0.0	2.8	2.7	0.0	2.5

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called "annual" or "event" rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts. The 4-year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period, based on data collected for a single year.

QUALITY OF LIFE INDICATOR 33

High School Dropout Rates - by Grade

Annual Dropout Rates by Grade, Santa Cruz County

Grade	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Grade 9	4.0	2.3	1.9	0.8	0.9	0.6	0.8	0.5	0.1	0.2
Grade 10	3.1	3.3	1.8	1.4	1.2	1.0	1.1	0.3	0.3	0.3
Grade 11	3.2	4.3	2.6	2.0	1.2	1.5	1.2	0.6	0.3	0.2
Grade 12	2.9	6.6	5.4	2.8	1.9	4.1	1.2	0.9	1.0	1.4
Santa Cruz County	3.3	3.9	2.7	1.7	1.2	1.7	1.1	0.6	0.4	0.5

Annual Dropout Rates by Grade, California

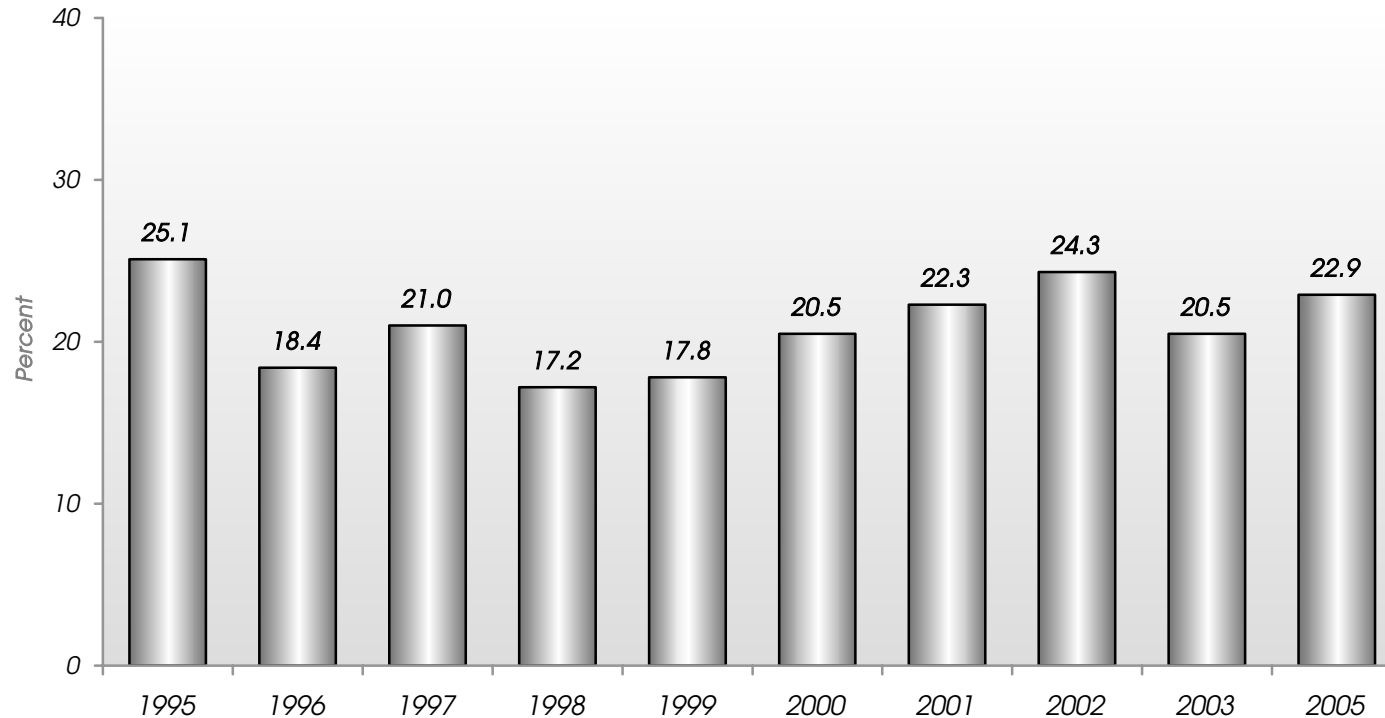
Grade	1995/96	1996/97	1997/98	1999/00	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Grade 9	3.5	3.3	2.6	2.6	2.4	2.4	2.4	2.5	2.3	2.2
Grade 10	4.0	3.2	2.7	2.6	2.5	2.4	2.4	2.8	2.6	2.2
Grade 11	4.1	3.3	3.1	2.9	2.9	2.8	2.7	3.2	3.0	2.7
Grade 12	4.7	4.0	3.9	3.6	3.8	3.8	3.9	4.9	6.1	6.1
State	3.9	3.3	2.9	2.8	2.8	2.8	2.7	3.2	3.3	3.1

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called "annual" or "event" rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

Educational System - Overall Satisfaction

Overall, how satisfied are you with our local system of education? (Respondents answering “Very satisfied”)



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003	2005
Overall	311	488	495	512	556	658	686	673	681	690

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

Note: This question was asked of all survey respondents regardless of whether they had children attending local schools or not. See appendix for results of statistical testing for this question.

 **New data not available**

QUALITY OF LIFE INDICATOR 34

Educational System - Overall Satisfaction

Community Profile

Percent of respondents who answered "Very satisfied" to: "Overall, how satisfied are you with our local system of education?"

By Ethnicity	1998	1999	2000	2001	2002	2003	*2005	2005 N
Caucasian	10.9	13.6	16.0	17.7	18.5	15.5	15.2	475
Latino	47.8	43.2	36.6	38.3	44.8	37.6	46.5	159

By Region	1998	1999	2000	2001	2002	2003	*2005	2005 N
North County	13.8	15.2	15.0	17.9	21.7	15.5	31.2	239
South County	22.6	23.1	31.8	27.1	27.4	28.1	16.2	231
San Lorenzo Valley	14.1	13.6	17.7	33.4	25.5	18.0	24.0	219

By Age	1998	1999	2000	2001	2002	2003	2005	2005 N
18-24	NA	24.7	28.3	16.2	28.7	31.0	35.4	60
25-44	NA	20.4	24.1	27.2	25.4	23.0	28.2	216
45-64	NA	15.3	15.6	23.1	28.7	14.9	19.3	262
65 and older	NA	9.9	12.8	16.1	10.9	17.6	16.2	146

By Gender	1998	1999	2000	2001	2002	2003	2005	2005 N
Male	NA	17.1	18.1	20.7	20.8	20.2	21.2	345
Female	NA	18.3	22.3	23.8	27.8	20.8	24.6	344

By Income	1998	1999	2000	2001	2002	2003	*2005	2005 N
\$34,999 per year or less	NA	25.7	27.1	26.2	30.2	28.4	28.9	258
\$35,000 - \$64,499	NA	14.1	20.4	15.4	20.5	13.6	15.0	127
\$65,500 and greater	NA	12.5	11.3	20.6	21.6	13.4	17.7	235

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2005 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2005 data.



New data not available

Significance Testing

Ethnicity: *Latinos* were significantly more likely to respond "Very satisfied" than were *Caucasians*.

Region: Residents of the *North County* were significantly more likely to respond "Very Satisfied" than were residents of the *South County*.

Income: Those earning *\$34,999 or less* were significantly more likely to respond "Very satisfied" than were those earning *\$35,000 or more*.

Educational System - Overall Satisfaction

What are the best things happening in the local schools today?
(Selected responses)

Response	1997	1998	1999	2000	2001	2002	2003	2005
Good teachers	13.0	13.9	14.7	10.3	17.9	14.8	17.2	16.2
Extra curricular activities	5.7	9.3	6.1	4.3	10.4	8.4	8.9	12.0
Improved education	NA	NA	1.4	3.2	9.0	6.7	5.4	5.7
More parent / Community involvement	8.7	8.7	10.8	5.7	6.9	7.2	7.6	11.9
Better teaching methods	7.4	7.6	6.5	3.8	5.3	6.8	4.6	4.2
Class size reduction	10.7	12.3	7.2	6.9	4.4	2.0	2.4	0.9
Technology (computers)	10.9	15.3	7.0	10.8	4.6	3.8	4.1	4.0
Innovative programs	8.5	13.6	5.7	6.5	3.5	5.2	4.4	3.0

Year 2005: 676 respondents offering 819 responses

 **New data not available**

What are the most serious problems facing local schools today?
(Selected responses)

Response	1997	1998	1999	2000	2001	2002	2003	2005
Funding	20.1	22.9	21.6	33.1	24.0	32.2	51.7	47.2
Over-crowded classes	12.9	15.2	12.0	13.3	17.2	11.5	13.8	13.7
Quality of teachers	12.7	7.7	8.6	7.6	15.5	9.1	5.7	10.8
Violence/ Gangs / Crime	16.1	13.9	24.5	17.5	14.1	10.7	4.4	7.1
Low teacher pay	NA	NA	1.4	7.8	12.0	7.6	4.0	6.5
Drugs / Alcohol	8.2	8.4	9.7	7.5	10.2	5.4	4.2	3.7

Year 2005: 692 respondents offering 987 responses.

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

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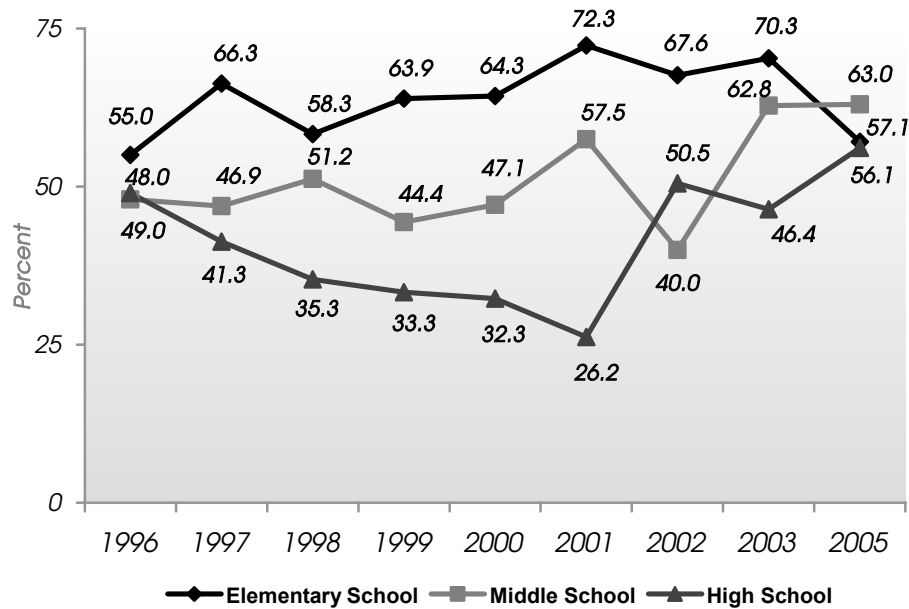
QUALITY OF LIFE INDICATOR 34

📞 Educational System - Satisfaction with Child's Education



Parental satisfaction with local public schools is thought to be related to support for school programs, educational funding and student performance.

*How satisfied are you with your child's education?
(Respondents answering "Very satisfied")*



New data not available

How satisfied are you with your child's education?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Very satisfied	55.0	66.3	58.3	63.9	64.3	72.3	67.6	70.3	57.1
Somewhat satisfied	31.5	25.3	35.4	33.3	32.2	27.4	28.1	26.5	41.0
Not at all satisfied	13.5	8.4	6.2	2.8	3.5	0.3	4.3	3.2	1.9
Total Respondents	111	95	96	108	115	108	107	95	109

Middle School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Very satisfied	48.0	46.9	51.2	44.4	47.1	57.5	40.0	62.8	63.0
Somewhat satisfied	32.0	37.5	36.6	53.3	49.0	33.9	38.8	31.1	33.4
Not at all satisfied	20.0	15.6	12.2	2.2	3.9	7.7	19.6	6.1	3.6
Total Respondents	50	32	41	45	51	47	52	54	58

High School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Very satisfied	49.0	41.3	35.3	33.3	32.3	26.2	50.5	46.4	56.1
Somewhat satisfied	36.7	43.5	37.3	55.6	61.5	51.0	36.0	42.8	40.5
Not at all satisfied	14.3	15.2	27.5	11.1	6.2	14.0	13.6	10.8	3.4
Total Respondents	49	46	51	54	65	63	70	61	74

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

Note: Totals may not equal 100% due to respondents answering "Don't know." See appendix for results of statistical testing for this question.

QUALITY OF LIFE INDICATOR 34

Educational System - Satisfaction with Child's Education

Community Profile

Percent of respondents who answered "Very satisfied" to: "How satisfied are you with your child's high school education?"

By Ethnicity	1998	1999	2000	2001	2002	2003	2005	2005 N
Caucasian	19.4	22.9	29.3	41.1	45.7	42.1	53.9	37
Latino	62.5	64.3	35.0	5.5	65.8	64.9	56.6	35

By Region	1998	1999	2000	2001	2002	2003	2005	2005 N
North County	26.7	39.1	23.1	30.8	47.0	60.1	47.6	36
South County	44.4	34.8	38.2	24.7	54.0	35.4	62.4	17
San Lorenzo Valley	22.2	14.3	40.0	38.5	47.7	34.7	74.6	22

By Age	1998	1999	2000	2001	2002	2003	2005	2005 N
18-24	NA	NA	66.7	100.0	0.0	49.9	100.0	1
25-44	NA	NA	89.6	41.1	50.6	50.6	72.5	27
45-64	NA	NA	93.1	15.4	51.9	45.8	45.8	46
65 and older	NA	NA	0.0	0.0	0.0	0.0	0.0	0

By Gender	1998	1999	2000	2001	2002	2003	2005	2005 N
Male	NA	25.0	32.0	27.2	52.8	48.0	48.0	35
Female	NA	36.1	32.5	25.6	48.3	44.5	63.5	38

By Income	1999	2000	2001	2002	2003	2005	2005 N
\$34,999 per year or less	60.0	35.3	8.1	65.1	46.7	84.6	12
\$35,000 - \$65,499	25.0	42.9	47.3	22.3	51.7	50.0	10
\$65,500 and greater	14.3	24.1	28.0	52.8	42.6	61.4	38

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.



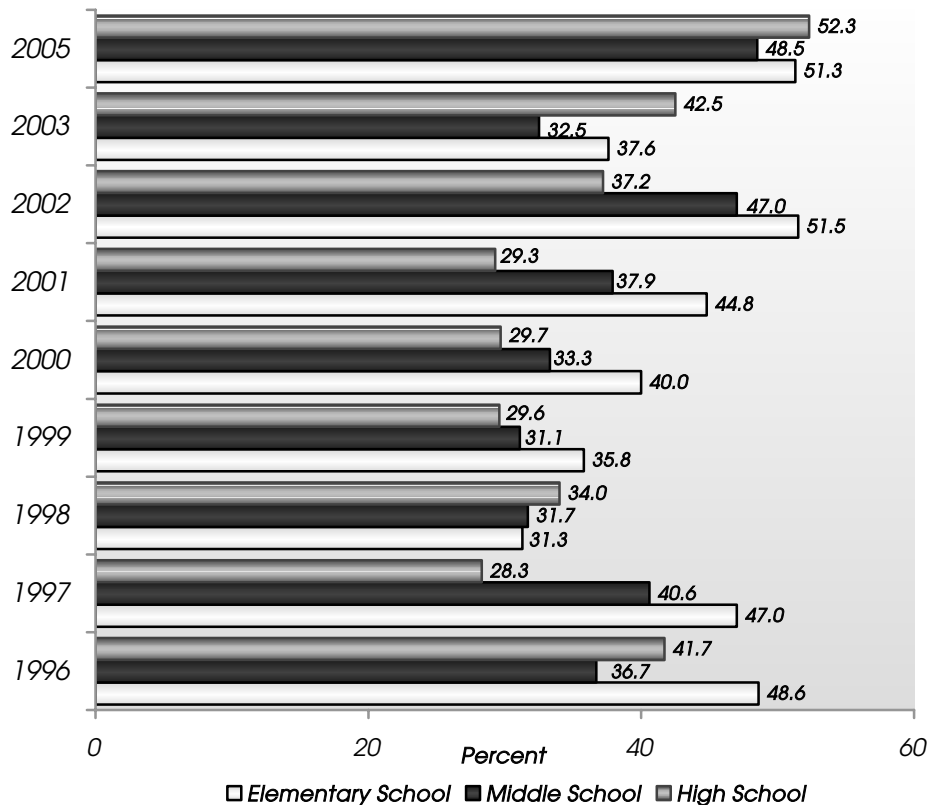
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QUALITY OF LIFE INDICATOR 35

☎ Substance Abuse Prevention Programs

Drug and alcohol abuse prevention programs provide students with tools to make healthy choices.

How satisfied are you with the substance abuse prevention programs at your child(ren)'s school? (Respondents answering "Very satisfied")



How satisfied are you with the substance abuse prevention programs at your child(ren)'s school?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Very satisfied	48.6	47.0	31.3	35.8	40.0	44.8	51.5	37.6	51.3
Somewhat satisfied	20.6	24.1	26.3	32.1	26.1	27.2	27.2	31.1	25.3
Not at all satisfied	7.5	6.0	8.1	1.9	7.0	4.7	3.2	6.7	4.3
Don't know	23.4	22.9	34.3	30.2	27.0	23.3	18.1	24.6	19.2
Total Respondents	107	83	99	106	115	104	106	96	109

Middle School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Very satisfied	36.7	40.6	31.7	31.1	33.3	37.9	47.0	32.5	48.5
Somewhat satisfied	30.6	37.5	36.6	51.1	41.2	46.5	26.8	34.4	48.5
Not at all satisfied	14.3	12.5	9.8	4.4	5.9	13.1	13.8	8.2	3.0
Don't know	18.4	9.4	22.0	13.3	19.6	2.4	12.3	24.9	0.0
Total Respondents	49	32	41	45	51	46	51	55	53

High School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Very satisfied	41.7	28.3	34.0	29.6	29.7	29.3	37.2	42.5	52.3
Somewhat satisfied	25.0	39.1	30.0	27.8	34.4	45.5	34.9	27.3	40.8
Not at all satisfied	18.8	19.6	14.0	13.0	20.3	12.5	14.6	18.5	6.9
Don't know	14.6	13.0	22.0	29.6	15.6	12.7	13.3	11.7	0.0
Total Respondents	48	46	50	54	64	62	68	58	69

Source: Santa Cruz County Community Assessment Project, Telephone Survey, 2005.

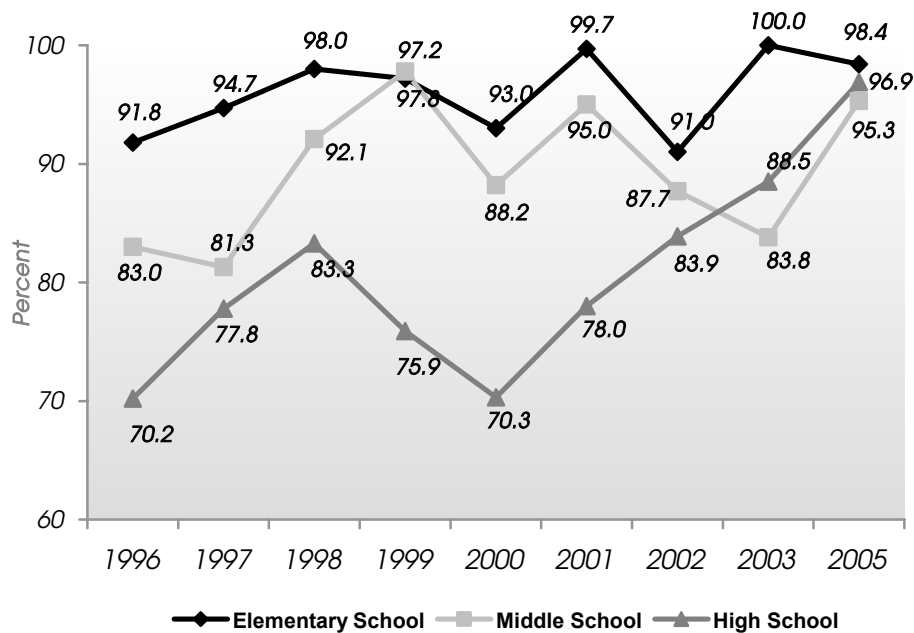
Note: See appendix for results of statistical testing for this question.

☎ **New data not available**

School Safety

This table reflects the perception of parents regarding safety at their children's schools.

Does your child(ren)'s school provide a safe environment for learning? (Respondents answering "Yes")



Does your child(ren)'s school provide a safe environment for learning?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Yes	91.8	94.7	98.0	97.2	93.0	99.7	91.0	100.0	98.4
No	8.2	5.3	2.0	2.8	6.1	0.3	5.8	0.0	1.6
Total Respondents	110	94	98	108	115	108	106	97	111

Middle School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Yes	83.0	81.3	92.1	97.8	88.2	95.0	87.7	83.8	95.3
No	17.0	18.8	7.9	2.2	11.8	5.0	9.0	16.2	4.7
Total Respondents	47	32	38	45	51	47	52	55	56

High School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Yes	70.2	77.8	83.3	75.9	70.3	78.0	83.9	88.5	96.9
No	29.8	22.2	16.7	20.4	26.6	13.2	12.0	11.5	3.1
Total Respondents	47	45	48	54	64	64	70	60	74

Source: Santa Cruz County Community Assessment Project, Telephone Survey, 2005.

Note: Totals may not equal 100% due to respondents answering "Don't know." See appendix for statistical testing for this question.

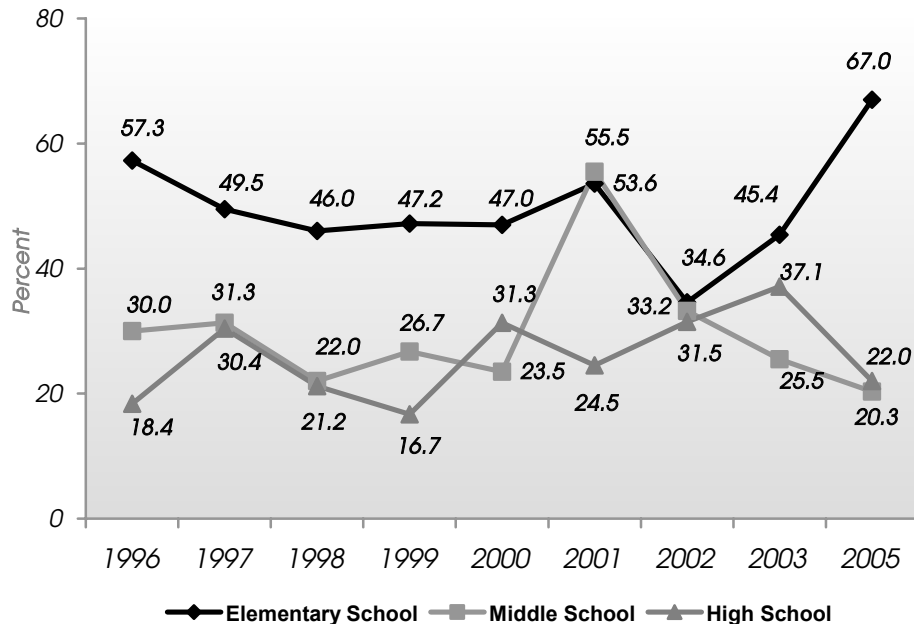
 **New data not available**

QUALITY OF LIFE INDICATOR 37

Parent Participation in Schools

This table reflects involvement of parents in school activities.

How often do you participate in activities at your child(ren)'s school(s)? (Respondents answering "Often")



How often do you participate in activities at your child(ren)'s school(s)?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Often	57.3	49.5	46.0	47.2	47.0	53.6	34.6	45.4	67.0
Sometimes	40.9	42.1	46.0	41.7	45.2	41.7	53.2	46.6	27.6
Never	1.8	8.4	8.0	11.1	7.8	4.7	12.2	8.0	5.4
Total Respondents	110	95	100	108	115	108	107	97	111

Middle School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Often	30.0	31.3	22.0	26.7	23.5	55.5	33.2	25.5	20.3
Sometimes	62.0	43.8	58.5	53.3	56.9	24.8	50.4	64.6	71.0
Never	8.0	25.0	19.5	20.0	19.6	13.6	16.4	9.8	8.8
Total Respondents	50	32	41	45	51	47	52	53	58

High School	1996	1997	1998	1999	2000	2001	2002	2003	2005
Often	18.4	30.4	21.2	16.7	31.3	24.5	31.5	37.1	22.0
Sometimes	67.3	39.1	48.1	51.9	45.3	59.0	44.1	41.9	48.5
Never	14.3	30.4	30.8	31.5	23.4	13.7	24.4	21.1	29.5
Total Respondents	49	46	52	54	64	64	69	60	74

Source: Santa Cruz County Community Assessment Project, Telephone Survey, 2005.

Note: Totals may not equal 100% due to respondents answering "Don't know." See appendix for results of statistical testing for this question.

 **New data not available**

Child Care - Enrollment

Enrollment in preschool programs, including licensed child care and Head Start, can provide stimulation and socialization for children outside of the home and contribute to their school readiness, an important predictor of continued success in school.

Number of Children Enrolled in Licensed Child Care

Enrollment in Licensed Child Care (Full and Part-time)	September 1998	December 1999	December 2000	December 2001	December 2002	July 2003	July 2004	98-04 % Change
Infant (0 - 1)	897	906	793	669	724	694	781	-12.9
Preschool (2 - 5)	4,773	4,497	4,818	4,484	4,462	3,757	4,816	0.9
School-Age (6 and older)	1,179	1,726	2,172	1,767	1,393	1,917	1,643	39.4
Total Enrollment	6,849	7,129	7,783	6,920	6,579	6,368	7,240	5.7

Source: Santa Cruz County Office of Education, Child Development Resource Center, Child Care Switchboard, 2004.

 **New data not available**

Estimated Number of Children Needing Child Care

Children	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	94-05 % Change
Ages 0 – 2	6,478	6,141	5,946	5,756	5,752	5,769	5,840	5,876	5,916	5,969	4,586	4,480	-30.8
Ages 3 – 5	6,249	6,672	6,746	6,525	6,208	6,043	5,861	5,860	5,879	5,950	5,041	5,227	-16.4
Ages 6 – 13	16,775	17,048	17,504	18,280	19,068	19,536	20,035	20,322	20,558	20,673	16,116	15,712	-6.3
Total	29,502	29,861	30,196	30,561	31,028	31,348	31,736	32,058	32,353	32,591	25,742	25,419	-13.8

Source: Population figures for 1996-2003: State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 1970-2040*, Sacramento, California, December 1998. Population figures for 2004: State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 2000-2050*, Sacramento, California, May 2004.

Note: The above estimates of children needing child care are based on a formula used by The California Child Care Resource and Referral Network. Need for care is based on the employment status of the child's parents, also referred to as the Labor Force Participation rate (LFP). Children estimated to need care are those cared for by a single parent who is employed, or by two parents who are both employed. 2004 data is updated to reflect the 2000 Census. Calculation: Estimated population of age group x LFP of age group = number of children who need care.

 **New data not available**

QUALITY OF LIFE INDICATOR 38

Child Care - Enrollment

Head Start Programs

Santa Cruz County Head Start¹	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	96-06 % Change
Enrollment	391	391	411	411	411	463	463	463	463	463	18.4
Waiting list	255	400	269	250	236	189	414	389	303	497	94.9

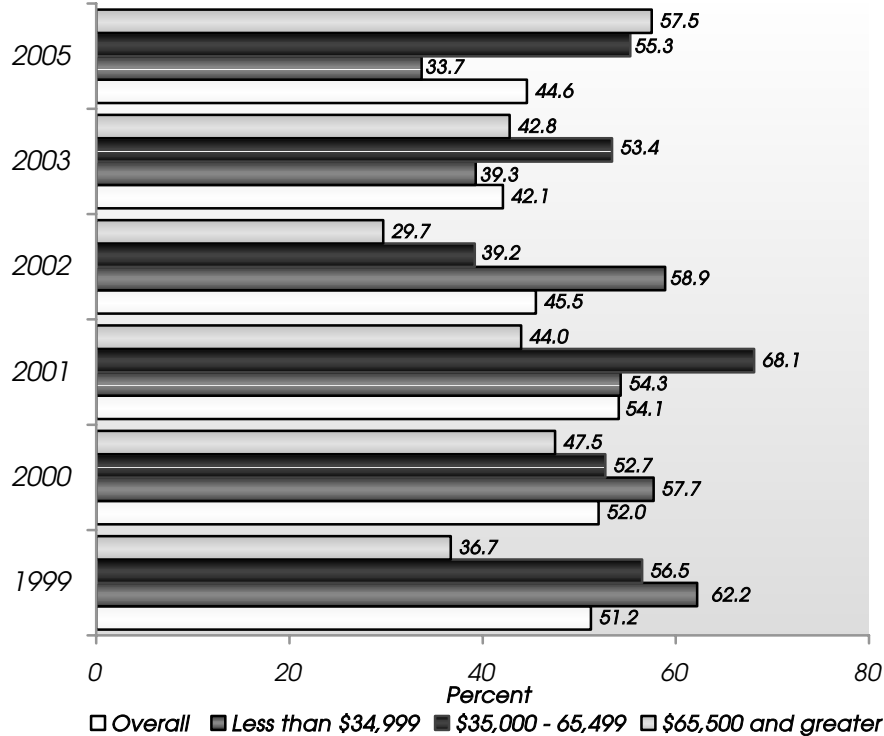
Migrant & Seasonal Head Start – PVUSD	Spring 1997	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006	97-06 % Change
Enrollment	300	300	300	320	683	683	683	683	732	732	144.0
Waiting List	200	215	165	NA	50	189	345	411	444	300	50.0

Source: Santa Cruz County Head Start, Migrant and Seasonal Head Start, 2006.

¹Includes Head Start and Early Head Start (0 – 5).

☎ Child Care - Arrangements

Does someone care for your children in order for you to work, go to school or be in training? (Respondents answering "Yes" by income)



Total respondents	1999	2000	2001	2002	2003	2005
Overall	162	198	181	199	195	185
Less than \$34,999	45	78	67	92	80	66
\$35,000 - \$65,499	46	55	46	46	42	30
\$65,500 and greater	60	60	56	58	60	70

If yes, how satisfied are you with this arrangement? (Overall responses)

Responses	1999	2000	2001	2002	2003	2005
Very satisfied	84.9	76.2	55.2	63.9	72.1	66.5
Somewhat satisfied	11.6	20.0	34.0	32.3	25.4	29.7
Not at all satisfied	3.5	3.8	10.8	3.8	2.4	3.8
Total responses	86	100	98	88	82	82

Source: Santa Cruz County Community Assessment Project, Telephone Survey, 2005.

Note: Question asked of parents with children under age 14. See appendix for result of statistical testing for these questions.



New data not available

QUALITY OF LIFE INDICATOR 38

 **Child Care - Arrangements**
 **Community Profile**

Percent of respondents who answered “Yes” to: “Does someone care for your children in order for you to work, go to school or be in training?”

By Ethnicity	1999	2000	2001	2002	2003	2005	2005 N
Caucasian	46.2	47.3	42.9	34.8	32.3	41.9	82
Latino	60.0	56.8	67.9	58.7	48.1	45.1	89

By Region	1999	2000	2001	2002	2003	2005	2005 N
North County	47.4	44.0	37.4	36.5	39.2	42.6	87
South County	58.5	61.4	68.5	56.8	45.4	47.5	50
San Lorenzo Valley	38.9	45.0	49.6	30.1	36.0	43.5	41

By Age	1999	2000	2001	2002	2003	*2005	2005 N
18-24 years of age	85.7	53.3	80.0	83.3	58.1	74.3	4
25-44 years of age	56.3	56.8	53.7	48.3	44.8	52.3	135
45-64 years of age	21.4	34.2	50.7	27.5	29.6	17.2	44
65 and older	0.0	0.0	0.0	0.0	0.0	0.0	0

By Gender	1999	2000	2001	2002	2003	2005	2005 N
Male	51.0	53.2	62.4	41.2	42.3	48.4	85
Female	50.0	51.4	46.5	49.0	41.8	41.4	100

By Income	1999	2000	2001	2002	2003	*2005	2005 N
\$34,999 per year or less	62.2	57.7	54.3	58.9	39.3	33.7	66
\$35,000 - \$65,499	56.5	52.7	68.1	39.2	53.4	55.3	30
\$65,500 and greater	36.7	47.5	44.0	29.7	42.8	57.5	70

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2005 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2005 data.



New data not available

Significance Testing

Age: 18-44 year olds were significantly more likely to respond “Yes” than those 45 and older.

Income: Those earning \$65,500 or more were significantly more likely to respond “Yes” than were those earning \$34,999 or less.

College Preparation Courses

High School students should have access to the appropriate challenging courses to prepare for college acceptance and success.



Percent of High School Graduates Completing College Prep Courses by District

School District	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Pajaro Valley Unified	26.1	28.8	25.6	28.7	38.9	40.8	36.1	36.2	65.3
San Lorenzo Valley Unified	56.1	52.9	30.6	30.2	49.6	58.4	38.2	45.0	44.2
Santa Cruz City Schools	36.6	40.4	34.4	39.2	38.9	41.7	38.7	40.6	41.8
Scotts Valley Unified	NA	NA	NA	NA	NA	NA	69.3	100.0	58.0
Santa Cruz County	33.9	35.9	29.6	32.5	39.1	42.4	38.0	41.3	51.6
State	36.0	36.6	35.6	34.8	35.6	34.7	33.5	33.7	35.2

Percent of County High School Graduates Completing College Prep Courses by Gender

Gender	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Male	29.2	30.7	29.1	28.9	36.2	36.5	34.9	38.3	47.0
Female	38.4	40.4	30.1	36.3	41.5	48.0	40.9	44.4	56.2

Percent of County High School Graduates Completing College Prep Courses by Ethnicity

Ethnicity	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Caucasian	43.2	46.6	38.6	39.1	49.7	46.9	43.3	51.6	55.0
Latino / Hispanic	15.8	15.7	13.5	20.0	24.3	33.8	28.3	23.9	45.7
Asian	68.1	63.3	45.0	56.2	44.0	64.2	61.5	70.0	78.5
African American	25.8	28.0	12.8	13.6	36.8	34.1	34.1	30.0	40.0
Filipino	25.0	32.0	14.3	22.2	44.4	36.4	27.8	28.0	58.3
American Indian	33.3	6.7	22.2	0.0	9.1	50.0	27.3	46.2	50.0
Pacific Islander	28.6	28.6	37.5	0.0	25.0	71.4	25.0	33.3	25.0
Multiple/ No Response	NA	0.0	0.0	11.1	33.3	16.7	22.6	30.4	47.3

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2006.

Note: College Prep Courses are defined as: high school courses in which the student has received a minimum grade of "C" or better that are accepted by the University of California and the California State University system as meeting their minimum admission standards. This includes 2 years of History / Social Science, 4 years of English, 3 years of mathematics, 2 years of laboratory science, 2 years of foreign language, and 2 years of college preparatory elective courses.

QUALITY OF LIFE INDICATOR 40

Community College Attendance

Attendance records at community colleges measure student enrollment as well as the demographic characteristics of students.

Cabrillo College Graduation Numbers

Cabrillo Graduates	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	95-05 % Change
Associate of Arts	288	329	361	364	407	429	402	466	547	514	78.5
Associate of Science	255	226	223	228	198	219	187	255	286	284	11.4
Certificates of Proficiency	102	109	108	100	94	88	106	164	195	201	97.1
Total	645	664	692	692	699	736	695	885	1,028	999	54.9

Percentage of Cabrillo College Enrollment by Age

Age	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05
<18 or unknown	2.7	2.8	3.4	3.7	4.1	5.2	5.2	5.4	6.5	7.7
18-20	21.1	21.2	22.3	23.1	23.4	25.3	25.4	26.3	26.6	26.2
21-25	22.7	21.9	21.7	26.7	21.7	21.6	22.6	21.9	21.9	21.4
26-30	13.2	13.7	13.0	12.2	11.3	11.0	10.5	10.1	10.0	10.1
31-40	18.3	17.5	17.0	17.0	16.2	15.2	14.5	14.4	13.4	12.8
41-50	13.9	14.7	14.0	14.0	13.7	12.5	12.3	12.3	11.7	11.5
51-60	4.9	5.2	5.7	7.4	6.8	6.9	6.8	6.8	7.2	7.4
61+	3.2	3.0	3.0	3.4	2.9	2.1	2.7	2.8	2.8	2.9
Total	12,768	13,598	13,767	13,718	13,621	13,685	14,362	14,872	14,622	15,157
Average Age	30.9	31.1	30.9	32.0	30.2	29.9	30.1	30.1	29.4	29.7
Median Age	27.0	27.0	26.1	27.0	26.0	25.0	26.0	25.0	24.1	24.0

Source: Cabrillo College, *Planning & Research Office*, 2005.

Percentage of Cabrillo Graduates by Ethnicity

Ethnicity	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Caucasian	74.0	70.2	71.8	66.6	64.7	67.7	62.6	64.0	67.4	64.3
Asian	6.0	8.0	6.0	5.5	5.5	4.3	4.8	4.5	3.3	4.2
African American	1.9	1.1	1.3	0.5	0.9	1.2	0.7	1.2	1.2	2.3
Latino / Hispanic	15.2	18.8	18.0	21.3	21.5	20.7	21.4	23.5	21.8	23.6
American Indian / Alaskan	1.7	1.2	1.5	1.2	1.5	1.5	1.2	2.0	0.7	1.2
Filipino	NA	NA	NA	1.2	1.8	1.8	1.2	0.8	1.6	1.5
Pacific Islander	NA	NA	NA	0.4	0.1	NA	NA	NA	NA	NA
Other	0.9	0.8	1.3	2.7	1.9	1.5	0.8	1.9	1.8	1.8
Unknown	0.3	0.0	0.1	0.4	2.1	1.4	7.3	2.0	2.3	1.1
% Graduates of Color	26.0	29.8	28.2	33.4	35.3	32.3	37.4	36.0	32.6	35.7

University Attendance

Post-secondary education is increasingly important to ensure better job opportunities and higher earning potential.

University of California Santa Cruz Enrollment

Number of Enrollees	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	96-05 % Change
Undergraduate	9,159	9,570	9,932	10,242	11,047	12,002	12,845	13,629	13,669	13,600	48.5
Graduate	1,056	1,068	1,094	1,060	1,097	1,145	1,277	1,355	1,344	1,401	32.7
Total	10,215	10,638	11,026	11,302	12,144	13,147	14,122	14,984	15,013	15,001	46.9

University of California Santa Cruz Graduates

Degrees	1997	1998	1999	2000	2001	2002	2003	2004	2005	97-05 % Change
Undergraduate	2,348	2,205	2,293	2,437	2,503	2,684	2,922	3,083	3,044	29.6
Graduate	214	243	221	239	275	261	330	314	297	38.8
Doctorate	82	91	98	100	96	96	105	106	97	18.3
Total	2,644	2,539	2,612	2,776	2,874	3,041	3,357	3,503	3,438	30.0

Source: University of California Santa Cruz, *Enrollment Fact Sheets*, 2005. University of California Santa Cruz, Office of Institutional Research and Policy Studies, 2006.

Note: 2004 data may not be comparable due to new source.

University of California Santa Cruz New Freshman Home Location by Percentage

Home Location	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Monterey Bay / Santa Clara	14.8	14.0	15.5	13.6	14.0	14.7	12.8	13.6	14.0
San Francisco / Bay Area	28.6	28.8	28.8	27.8	31.7	31.0	33.4	32.8	33.4
Northern California	3.5	3.6	3.1	2.8	2.4	2.4	2.5	2.5	3.0
East / Central California	10.6	11.9	10.7	11.1	10.0	11.8	11.0	11.1	11.5
Los Angeles / South Coast	25.1	23.5	24.0	27.1	25.7	26.9	27.3	26.3	26.4
San Diego / Desert	9.0	10.2	10.2	9.7	9.6	7.7	8.1	9.4	8.1
Other States	8.0	7.5	7.3	7.3	6.1	5.2	4.6	3.8	3.2
Foreign	0.4	0.7	0.4	0.6	0.5	0.4	0.2	0.5	0.2
Total	2,127	2,360	2,399	2,924	3,026	3,224	3,353	2,956	2,987

QUALITY OF LIFE INDICATOR 42

Adult Education Course Enrollments

Welfare reform and job to market changes may require access and participation in adult education opportunities.

Pajaro Valley Unified School District

Program	1994/95	1995/96	1996/97 ¹	1997/98 ¹	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	94-05 % Change
Elementary Basic Education	172	312	1,495	1,267	202	262	100	257	387	63	77	-55.2
High School Skills Independent Study	194	562	6,189	6,303	770	926	839	1,406	944	796	690	255.7
English as a Second Language	2,020	3,139	11,719	9,960	4,143	3,802	4,854	5,311	4,267	4,162	4,140	105.0
Citizenship	146	322	374	271	99	NA	NA	123	67	189	194	32.9
Adults with Disabilities	23	77	322	384	110	88	44	44	47	34	27	17.4
Vocational	193	277	821	909	319	515	364	477	499	540	422	118.7
Parent Education	66	97	790	1,059	329	385	986	1,054	1,314	669	924	1,300.0
Programs for Older Adults	283	594	3,816	3,990	925	741	1,008	1,045	1,035	999	799	182.3
Health and Safety Education	16	32	39	36	29	40	58	91	398	673	550	3,337.5
Enrollees in Non-Approved Courses	NA	NA	NA	613	763	NA	576	367	525	626	589	NA
Gain / CalWORKS Student	0	0	0	82	108	114	99	110	514 ²	168	221	-
Unduplicated Total	NA	5,412	7,922	7,241	6,926	7,290	8,883	10,285	9,483	8,527	8,633	NA

Source: Pajaro Valley Unified School District, *Adult Education*, 2004.

Note: Enrollment may be duplicated within each program area.

¹The enrollments for 1996/97 and 1997/98 in the program categories are duplicated enrollments and cannot be compared to other years in the chart.

²Data for Gain / CalWORKS in 2002/03 included all economically disadvantaged students, therefore is not comparable to other years.



New data not available

Adult Education Course Enrollments

Welfare reform and job-to-market changes may require access and participation in adult education opportunities.

Santa Cruz City High School District

Program	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	94-05 % Change
Elementary Basic Education	129	0	0	676	604	264	856	350	199	258	132	2.3
High School Skills Independent Study	721	878	893	2,275	605	530	1,691	772	623	661	390	-45.9
English as a Second Language	1,541	2,438	3,881	5,116	3,436	2,153	4,858	3,470	3,991	3,594	1,710	11.0
Citizenship	52	55	59	38	24	0	12	0	0	0	0	-100.0
Adults with Disabilities	252	328	318	1,536	947	610	1,942	1,968	2,407	1,031	592	134.9
Vocational	906	653	647	121	46	0	50	91	28	34	101	-88.9
Parent Education	505	310	315	2,825	1,641	1,001	3,359	2,945	2,441	1,660	693	37.2
Programs for Older Adults	935	909	969	10,464	5,536	1,348	8,808	6,326	6,462	2,993	1,261	34.9
Health and Safety Education	718	965	968	1,080	1,369	918	1,328	1,921	2,295	1,221	1,331	85.4
Enrollees in Non-Approved Courses ¹	NA	NA	NA	1,424	1,348	1,250	1,326	1,652	1,223	1,173	1,364	NA
Home Economics Education	189	125	101	206	138	97	138	102	123	139	86	-54.5
Gain / CalWORKS Students	6	9	11	69	115	51	151	36	28	NA ²	19	216.7
Unduplicated Total	NA	NA	8,706	6,803	7,214	6,937	8,445	9,538	9,804	7,388	6,315	NA

Source: Santa Cruz City Schools, *Adult Education*, 2005.

Note: Enrollment may be duplicated within each program area.

¹Fee-based / non-government / publicly funded.

²As of 7/1/03 Adult Schools did not have to report data on CalWORKS students.

 **New data not available**

QUALITY OF LIFE INDICATOR 43

Job Training

Job training or retraining is a crucial factor in welfare reform.

Workforce Investment Act (WIA) Program Enrollment

Type of Program	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03 ²	2003/04	2004/05	2005/06	96-06 % Change
Adult Worker Programs	742	566	527	430	275	451	298	315	234	329	-55.7
Summer Youth Employment Training Program / Year-round Youth Program	926	855	863	789	170	346	209	198	174	205	-77.9
Dislocated Worker Programs	547	572	429	414	200	462	439	331	236	176	-67.8
25% Dislocated Worker Augmentation ³	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	NA
X-Ray Tech Dislocated Worker ⁴	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	NA
X-Ray Tech Adult ⁴	NA	NA	NA	NA	NA	NA	NA	NA	NA	19	NA
Welfare to Work / CalWorks / Youth Education Coordination Grant	509	422	493	801	471 ¹	495	NA	NA	NA	NA	NA
Caregiver Training Initiative - Adult	NA	NA	NA	NA	NA	NA	11	NA	NA	NA	NA
Caregiver Training Initiative - Welfare to Work	NA	NA	NA	NA	NA	NA	23	NA	NA	NA	NA
Youth Development / Crime Prevention	NA	NA	NA	NA	NA	NA	39	38	NA	NA	NA
Re-Tec (Dislocated Worker Grant 542)	NA	NA	NA	NA	NA	NA	102	159	NA	NA	NA
Total	2,724	2,415	2,312	2,434	1,116	1,754	1,121	1,041	644	741	-72.8

Source: Human Resources Agency, *Workforce Investment Act*, 2006.

Note: Adult Worker Program, Summer Youth Employment Training Program / Year-round Youth Program, and Dislocated Worker Program are the three major grants and exist every year. The other programs listed are special projects and vary each year depending on funding.

¹Only includes Welfare To Work Enrollments.

²In 2002/2003, the program categories changed. Low enrollment figures in 2000/01 reflect legislative changes and transition from Job Training Partnership Act (JTPA) to Workforce Investment Act (WIA) programs.

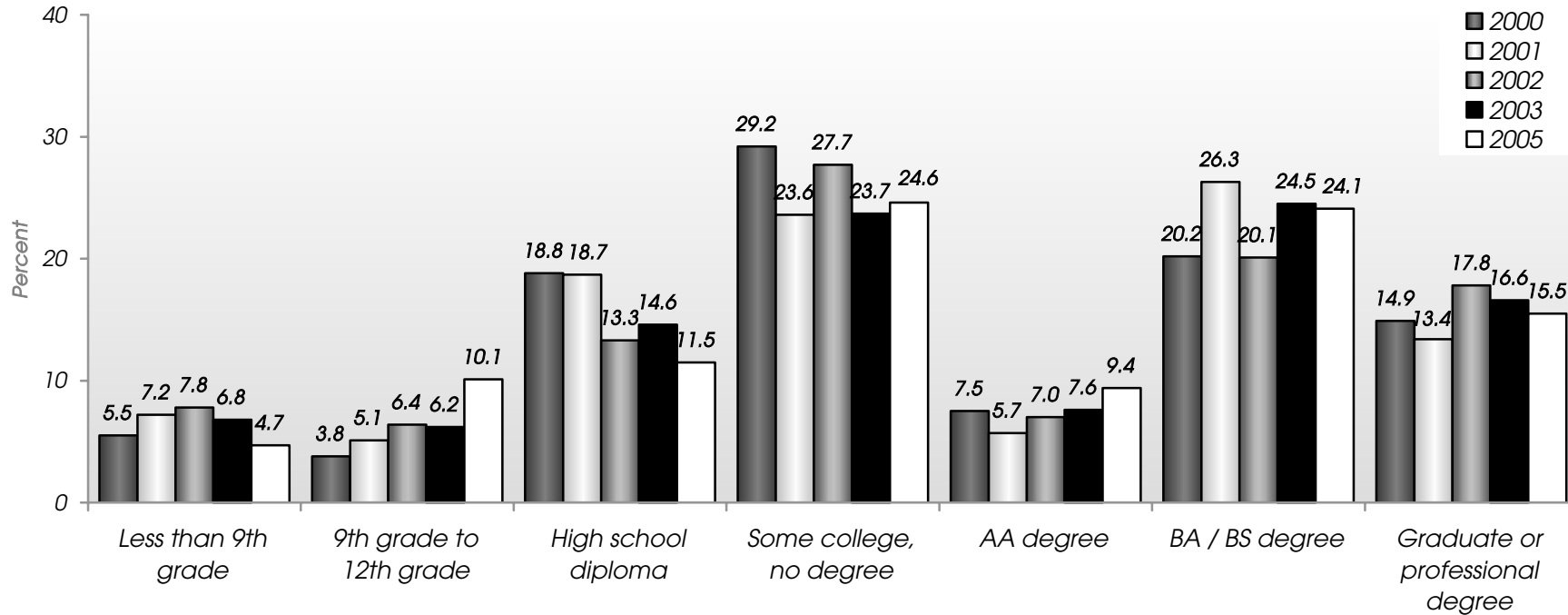
³25% Dislocated Worker Augmentation started in 2005/06 program year.

⁴X-Ray Tech Dislocated Worker and X-Ray Tech Adult started late into the 2004/05 program year.

Educational Attainment

To participate successfully in the modern economy which is increasingly driven by information and technology, people must keep pace with expanding education and skill requirements.

What is the highest level of education you have completed?



Total respondents	2000	2001	2002	2003	2005
Overall	650	701	679	701	705

Source: Santa Cruz County Community Assessment Project, Telephone Survey, 2005.

 **New data not available**

QUALITY OF LIFE INDICATOR 44

Educational Attainment (Population 25 years and over) - Census**Regional, State, and National Percent Comparisons, 1990**

Attainment Level	San Lorenzo Valley	Santa Cruz	Watsonville	Santa Cruz County	California	National
Less than 9th Grade	1.4	6.6	30.1	9.4	11.6	10.4
9th to 12th Grade, No Diploma	6.9	7.7	16.3	8.7	12.6	14.4
High School Graduate (Includes Equivalency)	20.5	17.9	21.7	19.0	22.3	30.0
Some College, No Degree	30.2	23.9	16.3	24.6	22.6	18.7
AA Degree	11.1	8.7	4.9	8.5	7.9	6.2
BA Degree	22.2	21.9	7.2	19.3	15.3	13.1
Graduate or Professional Degree	7.8	13.4	3.5	10.4	8.1	7.2
Percent of High School Graduates or higher	91.7	85.7	53.6	81.9	76.2	75.2
Percent of BA and higher	30.0	35.2	10.7	29.7	23.4	20.3
Number of Persons 25 or older	13,274	29,814	18,030	147,964	18,695,499	158,868,436

Regional, State, and National Percent Comparisons, 2000

Attainment Level	San Lorenzo Valley	Santa Cruz	Watsonville	Santa Cruz County	California	National
Less than 9th Grade	1.4	5.5	36.4	9.7	11.5	6.9
9th to 12th Grade, No Diploma	3.7	5.4	14.6	7.1	11.7	11.5
High School Graduate (Includes Equivalency)	15.2	14.5	20.0	16.6	20.1	29.5
Some College, No Degree	31.9	23.0	16.4	25.1	22.9	20.5
AA Degree	8.2	7.2	3.9	7.3	7.1	6.5
BA Degree	25.9	26.9	5.9	21.7	17.1	16.1
Graduate or Professional Degree	13.7	17.5	2.7	12.5	9.5	9.0
Percent of High School Graduates or higher	94.9	89.1	49.1	83.2	76.8	81.6
Percent of BA and higher	39.6	44.4	8.7	34.2	26.6	25.1
Number of Persons 25 or older	19,919	33,896	24,045	164,999	21,298,900	177,562,899

Source: U.S. Census Bureau, 2000.

**New data not available**

Educational Attainment (Population 25 years and over) - American Community Survey

Santa Cruz County

Attainment Level	2002	2003	2004	2005
Less than 9th Grade	8.8	9.4	9.2	6.8
9th to 12th Grade, No Diploma	3.9	4.7	6.0	6.3
High School Graduate (Includes Equivalency)	16.9	17.1	16.3	16.0
Some College, No Degree	23.9	23.3	22.1	25.0
AA Degree	6.4	8.0	7.8	7.6
BA Degree	23.2	26.3	24.2	23.4
Graduate or Professional Degree	16.9	11.2	14.4	14.9
Percent of High School Graduates or higher	87.2	85.9	84.8	86.9
Percent of BA and higher	40.0	37.5	38.6	38.3
Number of Persons 25 or older	159,469	158,190	159,304	157,908

Source: U.S. Census Bureau, *American Community Survey, Table PCT034, 2005.*

Note: The American Community Survey universe is limited to the household population and excludes the population living in institutions, college dormitories, and other group quarters. Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate is represented through the use of a confidence interval. The confidence interval computed here is a 90 percent confidence interval and can be interpreted roughly as providing 90 percent certainty that the true number falls between the lower and upper bounds.

QUALITY OF LIFE INDICATOR 45

Library Use

Availability of library services and resources provides an opportunity for community members to utilize technology and access information.

Circulation Statistics

Santa Cruz City and County	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Service population	207,000	207,800	213,600	215,300	215,100	210,300	206,250	205,620	204,900	205,155
Registered borrowers	125,594	138,500	150,000	161,865	130,634	128,014	129,380	66,789 ¹	64,461	128,511
Area square miles	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2
Total outlets	8	9	11	11	11	11	11	11	11	11
Total items circulated	1,306,640	1,487,293	1,516,540	1,488,951	1,646,030	1,780,555	1,877,256	1,856,256	1,899,739	1,975,986
Total per capita circulation	6.3	7.2	7.1	7.1	7.7	8.65	9.1	9.03	9.27	9.63
Hours open / 100 population ²	6.6	11.3	11.3	11.3	11.4	11.4	11.4	11.4	11.0	10.89

City of Watsonville	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Service population	36,650	42,350	39,200	39,800	39,800	47,950	47,950	48,300	49,601	50,211
Registered borrowers	34,297	38,230	42,459	23,315	38,402	46,992 ³	51,579	38,338 ⁴	24,249	28,976
Area square miles	5.8	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.6	6.6
Total outlets	2	2	2	2	2	2	2	2	2	2
Total items circulated	309,169	315,097	320,045	325,166	324,228	455,512	317,980 ⁵	318,801	301,426	356,088
Total per capita circulation	8.4	7.4	8.2	8.1	8.1	9.5	6.6	6.6	6.0	7.0
Hours open / 100 population ²	9.8	10.0	10.7	10.6	10.6	10.4 ⁶	11.4	11.4	11.4	11.5

Source: Santa Cruz Public Libraries, *California Library Statistics*, 2006. Watsonville Public Library, *California Library Statistics*, 2006.

¹Only counts borrowers who have used their cards in the last two years.

²"Hours open/100 population" equals the total of all hours open, per each 1,000 persons of population served.

³Watsonville's population shows a dramatic increase as a result of the 2000 Census report. The figure above is provided by the California Department of Finance.

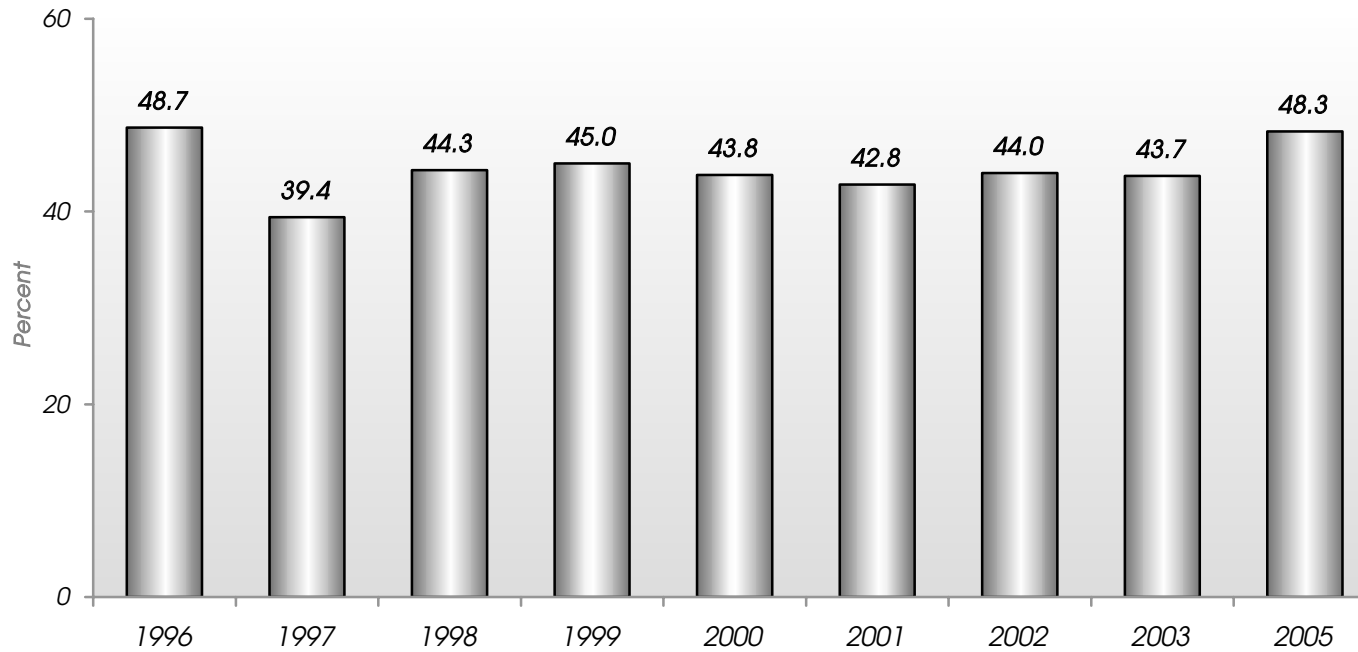
⁴In 2003/2004, the database was purged of inactive users.

⁵In fiscal year 2002/2003, Internet check-outs were counted separately and account for some of the decrease in check-outs over the past years.

⁶The increase in population also accounts for the apparent decrease in hours open per 100 population. The hours at Watsonville's libraries have not decreased; the hours are the same as last year.

Library Use

Do you use the library on a regular basis? (Respondents answering “Yes”)



Total respondents	1996	1997	1998	1999	2000	2001	2002	2003	2005
Overall	501	505	508	560	651	706	684	703	709

Source: Santa Cruz County Community Assessment Project, *Telephone Survey*, 2005.

Note: See appendix for results of statistical testing for this question.

 **New data not available**

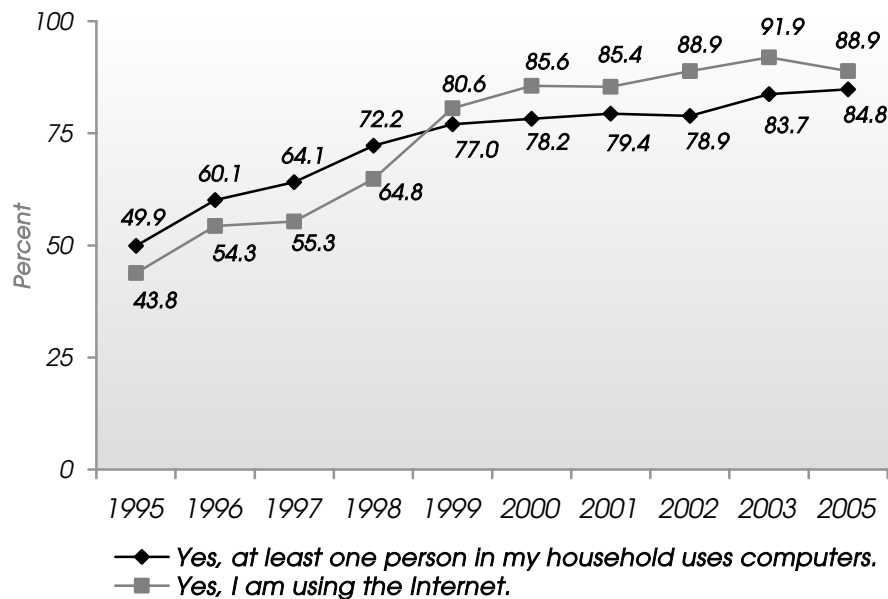
QUALITY OF LIFE INDICATOR 46

Computer Use and Proficiency

Access to and use of technology is becoming a basic job and life skill.

Does at least one person in your household use computers?

Of those using computers: Are you using the Internet?¹



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003	2005
Does at least one person in your household use computers?	351	499	507	510	561	657	706	684	703	710
Of those using computers: Are you using the Internet?	169	300	318	355	438	513	560	539	589	601

¹The question prior to 1999 was worded as follows: Are you using on-line services?

Is the computer used at: (Selected responses)

Responses	1996	1997	1998	1999	2000	2001	2002	2003	2005
Home	84.4	81.2	82.1	86.4	82.7	89.2	91.8	92.3	90.9
Work	70.2	65.2	66.3	65.8	65.4	62.3	54.7	57.6	51.4
School	70.2	43.1	42.4	44.8	42.6	34.1	30.0	32.6	30.9
Library	51.2	24.3	23.9	21.0	20.6	28.1	16.7	25.0	21.2

Year 2005: 599 respondents offering 1,183 responses.

Source: Santa Cruz County Community Assessment Project, Telephone Survey, 2005.

Note: See appendix for results of statistical testing for these questions.

New data not available

Career Ladders Computer Proficiency Certificate

The Career Ladders Computer Proficiency Certificate was developed as part of a cooperative project between employers and educators in Santa Cruz County. It is designed to provide test candidates and potential employers with a tool they can use to verify basic computer skills in Windows, Word, Excel, and the Internet.

	Sept. 01 – Aug. 02	Sept. 02 – Aug. 03	01-03 % Change
Number of test-takers	551	533	-3.3
Number of individuals who passed the test and were issued a certificate	193	142	-26.4
Current pass rate	35%	27%	-

Source: The Career Ladders Project, 2004.

New data not available